

Teaching Persons with Intellectual Disabilities and Limited Receptive and Expressive  
Communication How to Recognize and Assert Their Human Rights

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### Abstract

Persons with intellectual disabilities (ID) are far more likely to be abused than the general population, but there is little research on teaching people with ID about their rights. The goal of this study was to teach four participants with ID and limited communication abilities about their human rights by training them on specific rights topics. The training program included icebreaker activities, instruction on rights concepts, watching and answering questions about videotaped scenarios of rights restrictions, watching and answering questions about role play scenarios of rights restrictions, and responding to brief, low risk *in situ* rights restrictions imposed by the researchers. Participant performance did not improve significantly or consistently from baseline to training on the questions asked about the videotaped or the role play scenarios, but two of three participants demonstrated definite improvements in responding to *in situ* rights restrictions.

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## Literature Review

*A History of Abuse*

Persons with disabilities have endured a long and unequalled history of abuse, misuse, misinterpretation, and suffering at the hand of the powerful dominant in-group known as the “normal” population. Throughout history, people with intellectual disabilities (ID) have been characterized in many different roles (Wolfensberger, 1972), but none of these roles have intrinsically involved the inclusion of persons with disabilities as equally contributing citizens worthy of equivalent human rights. Persons with ID have been seen as subhuman organisms, objects of dread, objects of pity, objects of ridicule, holy innocent persons, diseased organisms, and eternal children. While some of these images are compassionate and others are antagonistic, all share the idea that the person with an intellectual disability is different, other, or abnormal (Brown & Percy, 2007). Ancient Greco-Roman cultures viewed any physical deformity as a mark of inferiority, and labelled people with ID as idiots. Romans kept persons with ID as slaves to act as entertainment for their dinner guests. In the Middle Ages townspeople locked up persons with ID and mental illnesses in idiot cages and used them for entertainment. Some of these persons were sold to sailors who would bring them out at different ports and charge the public to watch them. Persons who escaped the cages were forced to beg for survival resources and were lucky if they received adequate food and shelter. In 1798 Thomas Malthus published his *Essay on the Principle of Population*, a very influential document which suggested that the population would soon be too great for the food supply, and that all persons with defects should be identified and eliminated (as cited in Liberty Fund Inc., 2000).

Persons with ID have also been portrayed as a threat to the human gene pool; in fact, the eugenics movement through the 1800s contributed to the rise of government facilities, psychiatric hospitals, and mental asylums that housed persons with various forms of intellectual and developmental disabilities, mental illnesses, and even physical disabilities. It was suggested that persons with ID should not reproduce, and many were

involuntarily sterilized. Institutions were originally lauded as the solution to a number of social problems and had an early focus on education in a controlled environment (Woodill & Velche, 1995). In describing the early history of institutional care, Wolfensberger (1972) described how the groups who started the institutions did so with pride, and with confidence that they were helping persons with disabilities. The purpose of many early training schools was that, with the proper education, most children with disabilities could return to their communities to lead productive lives. Dorothea Dix suggested that asylums were no place for people with disabilities, and Samuel Gridley Howe assisted her in addressing the United States Congress to request acreage for institutions. Johann Jakob Guggenbühl was engaged in a similar pursuit to set up training schools in Europe. Howe also worked with Edouard Seguin, who brought his training methods from France, where he was praised for solving the problem of idiot education. In 1848 Harvey Wilbur used Seguin's methods to start a school for children with disabilities in New York. Many similar schools opened across North America, Britain, and Europe throughout the 1800s and into the 1900s. Most parents sought education and hope for their children, while others simply sought relief from care. Some students with mild and moderate ID did receive good training in functional skills and returned to their families and communities. Unfortunately the economic trouble of the mid-1800s resulted in poor employment prospects for people with disabilities. Those who left the institutions often ended up in poorhouses or jails, and therefore fewer and fewer people returned home (Brown & Percy, 2007).

Within the institutions, the ideal of education quickly faded into a custodial approach to teaching individuals vocational skills and using them as labourers to reduce institutional operating costs. Superintendents became less concerned with helping residents return to the community and more concerned with the efficient operation of large self-sufficient institutions. A lack of knowledge about disabilities, along with stereotypes of the permanency of disability and overcrowding of persons in the institutions led to horrible living conditions that included overmedication and involuntary



experimentation (Brown & Percy). Dropping people into cold water and hanging them upside down was done in the name of treatment, and cages, chains, and strait jackets were used as restraints in the name of discipline, as were beating and starvation (Sobsey, 1997). The principles of social Darwinism, that only the fittest were meant to survive, were used to justify the enforcement of marriage and childbearing restrictions.

Proponents of the ongoing eugenics movement claimed that ID was the cause of many social problems (Goddard, 1912). Sobsey (1994) suggested that among the factors that led to abuse in the institutional care system were the disempowerment of people through their actual disabilities, as well as through programs that focused on obtaining client compliance. Isolation from society, depersonalization in the form of labelling clients, displacement of anger from staff towards their vulnerable clients, and clustering of persons with disabilities also contributed to abuse in institutions.

#### *An International Human Rights Movement*

Through the middle of the twentieth century, the human rights movement began all over the world. The United Nations Universal Declaration of Human Rights of 1948 signalled the shift away from the perspective of disability as deviance or disease, and towards the perspective that disability is created by environmental and societal exclusivity (Rioux & Carbert, 2003). The rights model of disability suggests that variation in human characteristics diversifies the possible contributions of all persons to society; it replaces the model of pathology that marginalizes people with disabilities. The United Nations Universal Declaration of Human Rights was followed in 1966 by the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social, and Cultural Rights as legally binding treaties to define the rights identified in the Declaration (Rioux & Carbert). Participating governments were provided with these and more instruments as guidelines to reform policies and practices; the degree to which they are effective depends on the degree to which they are implemented at the local level. Rioux and Carbert emphasized that persons with disabilities must not simply be kept free from discrimination but are entitled to enactment of the full range of their

human rights. The United Nations Declaration on the Rights of Disabled Persons in 1975 included equal rights for all citizens regardless of ability. In December 2006 the United Nations General Assembly adopted by consensus the Convention on the Rights of Persons with Disabilities and its Optional Protocol. When it opened for signature in March 2007, 53 countries immediately signed the Convention, which had increased to 145 signatories and 87 ratifications by June 2010 (United Nations Treaty Collection, 2010).

There are eight guiding principles that underlie the Convention on the Rights of Persons with Disabilities and each one of its specific articles: (a) Respect for the inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons. (b) Nondiscrimination. (c) Full and effective participation and inclusion in society. (d) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity. (e) Equality of opportunity. (f) Accessibility. (g) Equality between men and women. (h) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities (United Nations Enable, 2006).

Rioux and Carbert (2003, p. 1) emphasized that, "Human rights are an international issue, practiced at the local level." Having a charter of human rights is relatively meaningless unless there are arrangements in place to support its enactment. Legislation and international declarations cannot guarantee the day-to-day realization of the full rights of citizenship of people with disabilities (Nirje, 1985). Treaty monitoring bodies that measure government compliance require accurate information about the situations of people with disabilities, and therefore Disability Rights Promotion International (DRPI) was created in 2002. DRPI has completed inventories of monitoring tools, training resources, and works collaboratively with disability rights organizations to support monitoring test sites all over the world. This monitoring focuses on five areas: individual violation cases, legal cases, legislation, media portrayal of persons with disabilities, and government programs, services, and practices. These foci are meant to

expose the extent of discrimination and ultimately to allow governments to develop policies and plans to ensure the full inclusion and empowerment of people with disabilities. Part of ensuring this inclusion is by providing education on human rights to persons with disabilities and their families, support staff, and communities. However, Young and Quibell (2000) have argued that teaching human rights is not enough, because people still do not know how to treat others who are different...Rather than acting as atomistic individuals, people should attempt to understand each other...In this way, we come to terms with who people are, where they come from, and what they need. (p. 758)

As the rights model of disability was marching forward on the international horizon, the community living movement was being initiated by parents who believed that persons with ID would be better served in their home communities than they would be in secluded rural institutions. In 1987 the Ontario government committed itself to closing institutions for people with developmental disabilities by 2012, and on March 31, 2009, the Ministry of Community and Social Services (MCSS) closed the last three government operated institutions in Ontario. Over the years of deinstitutionalization, former institutional residents with ID have moved to independent living arrangements, supported living apartments, group homes, long-term care settings, and family homes. Ontario's new Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities (2008) legislation focuses on new models of community service for people who have ID (Queen's Printer for Ontario, 2009).

Writing in Britain, Hudson (1988) suggested that while the rights of people with ID were routinely cited as policy, they were not being well-implemented in practice because there were no guidelines on how to do so. He therefore advocated for a code of practice in which the adult with ID would be shown the consequences of each option for each choice to be made. Such a forthright movement towards rights for persons with ID has been long in coming, and remains a process as yet unfinished. Providing appropriate and safe residential support to a person with ID while assisting him/her to assert his/her

rights can be a difficult balance. Bannerman, Sheldon, Sherman, and Harchik (1990) described how the personal liberties of people receiving services are easily compromised by service providers who are trying to maintain safety, meet quality standards of care, be cost effective, and satisfy other stakeholders including parents, boards of directors, community partners, and governing bodies. These authors reviewed several experimental studies on the choices of persons with ID, and from those, recommended that choice making should be integrated into all supports provided, that choice making skills should be explicitly taught, and that persons with all types of ID must be given choices.

Staff members working in developmental services are learning to offer people the dignity of taking risks, the chance to make mistakes and learn from them, and the right to learn how to gather information and make choices, even if they are not choices that others may make. Twenty years ago Bannerman et al. (1990) wrote about consumers' rights to eat too many doughnuts and watch too many hours of TV. This is still a challenge for agencies to support what some may judge to be unproductive decisions. Bannerman et al (1990) argued that,

These choices are cherished by most people, including those with developmental disabilities. At issue is whether service providers actually allow clients with developmental disabilities these liberties and whether it is in the clients' best interests (i.e., interests that lead to an independent, normal lifestyle most efficiently) to exercise these liberties. (p. 81)

#### *Why do People with ID Continue to Experience Abuse?*

Despite these recent advances, individuals with ID living in group homes, supported independent living situations, and family homes continue to experience higher rates of abuse than the general population. This increased incidence of abuse has been found across world cultures, across genders, and across lifespan development from childhood through adolescence, early, middle, and senior adulthood (Sobsey & Mansell, 1994; Sobsey, 1994).

Abuse is presented in many forms. Physical abuse includes hitting and grabbing, rough handling, inappropriate restraint (chemical, mechanical, and physical), as well as all forms of sexual harassment. Abuse can also be psychological, including verbal harassment, teasing, labelling, threatening to remove services, threatening to destroy personal belongings, isolating and ignoring, and removing assistive devices. Financial abuse includes withholding money for basic needs, and preventing employment. Neglect occurs when caregivers do not meet the needs of the people in their care, and includes the deprivation of food, drink, supervision, heat, personal care, assistive devices, and medical care, as well as refraining from reporting abuse. Systemic abuse includes the procedures that remove someone's independence and dignity, and can involve power imbalances that often exist between people with disabilities and their caregivers. It is also important to mention that abuse can be intentional, but it can also be unintentional. Persons with ID remain especially subject to "...invasion of privacy, lack of autonomy, financial and sexual exploitation, unwarranted removal of parenting rights, and unjust incarceration..." (Tarulli et al., 2004; Radford & Park, 1999). Additionally, persons with ID experience restrictions in accessing medical treatment; they may not be aware of treatments they are receiving without giving consent, or they may not be aware of potentially beneficial treatments that they are not receiving (Diesfeld, 2001).

As mentioned, Bannerman et al. (1990) discussed the delicate balance between the duty of care and supporting rights; this balance may be a subtle but powerful contributor to rights restrictions. Nirje (1985) described the principle of normalization, in which he proposed that all persons with disabilities should have available patterns of living that are the same as the regular circumstances of society. Perrin and Nirje (1985) stated that persons with ID are "...entitled to the same rights and opportunities as are available to others in their society, including opportunities to exercise personal preferences and freedom of choice" (p. 69). While some countered that special services are inconsistent with normalization, the authors suggested that normalization includes the services necessary for community success, just as a person with a heart condition would

access a cardiologist. In this way, supporting the rights of people with ID is indeed compatible with the duty of care.

Nirje's principle of normalization called for the valuing of individual choices (Kugel & Wolfensberger, 1969, as cited in Perske, 2004). His ideas inspired Perske (1972; 2004) to write about the dignity of risk, by which he meant that developmental service providers should allow persons with ID whom they support to take risks inherent in regular human living. He suggested that there is dignity in taking risks and indignity in overprotection. He argued that instead of removing risks and increasing safety for persons with ID, service providers should be preparing persons with ID to face the real risks present in the real world. The discussion of the dignity of risk has continued; Slayter (2007) wrote about the balance between risk management and dignity of risk in assisting persons with ID and substance abuse challenges. While there are many dangers and risks inherent in substance abuse, allowing persons with ID to make unproductive decisions and experience natural consequences is an example of the dignity of risk. Stopping persons with ID from making what agencies may deem to be unsafe choices is an example of stopping their rights, and could be considered a form of subtle abuse, in the sense that it stands in the way of personal freedoms.

Several authors have postulated reasons why persons with ID continue to experience many forms of abuse, despite the international human rights movement. McCabe, Cummins, and Reid (1994) compared the degree of sexual abuse among 30 people with mild ID to 50 people without ID. Participants with ID in this study, who ranged in age from 16 to 40 years and lived in group homes, were less likely than those without ID to know the meanings of the terms "incest" and "rape", to know what to do or how to say "no" to unwanted touching, and were more likely than those without ID to believe that someone else should decide if they should have sex. Participants were asked how they felt about four different sexual abuse situations and responses were categorized into "good/very good", "bad/very bad", and "neutral". Persons with ID were less likely than those without ID to report that they felt "bad/very bad" about sexual contact with a

relative, unwanted sexual contact with someone other than a relative, about rape, and about sexual abuse. The authors suggested that these results indicate the importance of training care providers to assess the needs of their clients and provide them with appropriate education on sexual abuse and sexual expression. Caregivers are often at the forefront of deciding what the clients will be taught and how they will be taught, and they also, therefore, need to be reminded and educated about human rights in the area of sexuality.

Lumley, Miltenberger, Long, Rapp, and Roberts (1998) identified several factors contributing to the prevalence of abuse of persons with ID including difficulties in decision making and social skills (Watson, 1984), in communication abilities (Sobsey, 1988), in seeking help or reporting abuse (Lang & Frenzel, 1988), and a lack of knowledge about how to defend oneself against abuse (Sobsey & Varnhagen, 1988). In addition, compliance with authority is usually reinforced in people with ID (Sobsey, 1994). Mazzucchelli (2001) identified that a factor contributing to abuse prevalence may be that individuals are unaware of their right not to experience abuse. Society often assumes that persons with ID are “too simple” to make self-determinations, despite the fact that even persons with severe ID are able to display personal preference (Lohrmann-O’Rourke & Browder, 1998). Persons with ID who would like to achieve certain goals but are unable to do so because of social discrimination or physiological disabilities are left feeling powerless and without value (Ward, 2008).

Finlay, Antaki, and Walton (2008a) examined how people with ID exercised the right to refuse and how staff responded via videotaped observations of real life in residential service settings. Usually, when persons with ID refuse staff requests, conflict arises between the opportunity to respect personal rights and the duty to maintain some aspect of the person’s well-being. In this observational study staff members recognized a 36-year-old man’s verbal and nonverbal refusals to be weighed seven times, yet persisted in encouraging him to comply. The authors suggested that staff working in residential services often prioritize an efficient schedule to complete the necessary shift duties over a

person-centered schedule. Finlay, Antaki, and Walton (2008b) completed a nine month observation of three residential settings where frontline staff supported persons with various levels of ID. They outlined several barriers to the promotion of choice and control. Among these was the finding that staff members frequently make decisions based on the sometimes competing demands to promote choice or to complete the duties for which they are held accountable by fellow staff and management. The authors suggested that several primary care duties may not actually be absolutely necessary, but are treated as such by staff often to the detriment of the personal choices and human rights of the persons they support. Finlay et al. (2008b) also emphasized that rather than focusing on the bigger choices in a person's life, staff should attempt to empower consumers in the frequent, everyday decisions that have the potential to contribute to a person's self-efficacy. However, staff found it difficult to interpret choices made by persons who do not use speech to communicate. The authors therefore suggested that staff need to abandon the method of simply asking questions aloud, and develop creative methods, such as allowing persons with ID to sample each choice before making decisions. Many developmental service agencies are now seeking to be person-centred and to assist persons with ID in developing choice-making skills. While these are laudable goals, Finlay et al. (2008b) warned that staff must not simply teach persons with ID how to make the choices that they as staff would make. Instead, the authors recommended: a) teaching staff about person-centred choices in the natural residential setting, b) re-evaluating the importance of and injecting flexibility into various staff duties, c) recognizing that the collection of evidence that personal choices are being made and respected by staff can only be done by observing the home for several days, and not by reading duty charts, and d) working with staff to develop creative ways of interacting with persons who do not use speech to communicate.

Owen, Griffiths, Feldman, Sales, and Richards (2000) compared the perceptions of caregivers and consumers concerning appropriate social approach behaviours. First, 20 consumers and 20 staff from an organization that provides support to persons with ID



were asked questions about what appropriate social behaviour looks like in each of these five levels: general social interactions, acquaintances and casual friends, close friends, intimate relationships, and sexual activities. A questionnaire was developed from the information obtained in the interviews, to which 14 staff and 18 consumers responded. Consumers were more tolerant of face-to-face hugging with new caregivers than caregivers were of hugging new consumers, but both agreed that hugging was acceptable in the case of long-term familiarity. While all staff indicated that kissing consumers on the lips was not acceptable, 10 of 16 consumers rated kissing long-term staff as acceptable or tolerable. Eight out of 18 consumers rated being patted on the leg by staff as acceptable or tolerable. Interestingly, all staff rated being patted on the shoulder by a consumer as acceptable or tolerable, but only 14 of 18 consumers saw being patted on the shoulder by staff as acceptable or tolerable. When asked if it was appropriate for a stranger to pick you up in a car, 1 consumer rated this as “good” and 4 as “don’t care”. When asked if it was appropriate to have sex with others, most consumers rated this as unacceptable whether with a stranger, a person you don’t like, or a person you do like. This last finding was particularly troubling, not only because these consumers had participated in sexuality training, but also in light of the previously mentioned finding that 30 % of people with ID believed that someone else should decide if they have sex (McCabe et al., 1994).

### *Teaching Skills to Persons with ID*

Little research has been conducted on effective preventative methods to teach individuals with ID how to reduce abuse by asserting their basic human rights (Egemo-Helm et al., 2007). This may be due in part to the conceptual nature of abuse prevention skills. Successful methods for teaching concrete skills to persons with ID have been well established, and this population has been taught many and varied skills such as personal hygiene (Murphy, 1976), communication (Wert & Neisworth, 2003), academics (Werts, Caldwell, & Wolery, 1996), recreation (Wall & Gast, 1997), domestic tasks (Rehfeldt, Dahman, Young, Cherry, & Davis, 2003), and vocations (Lancioni et al., 2008).

Successful behavioural teaching methods have included the use of modelling, prompting, visual and auditory cues, positive reinforcement, role playing, and drama (Dalrymple & Feldman, 1992). Several complex conceptual skills that have been successfully taught to persons with ID have included social skills (Griffiths, Feldman, & Tough, 1997; Foxx, McMorow, Bittle, & Ness, 1986; Foxx, McMorow, & Mennemeier, 1984), parenting skills (Feldman, 1998), identification and prevention of sexual abuse (Miltenberger et al., 1999), and rights assertion skills (Tardif-Williams, et al., 2007).

Griffiths et al. (1997) reported that while there was evidence that persons with ID could learn social skills by explicit instruction and reinforcement, there was no evidence that this training was generalized to natural settings. Assessment of *in vivo* generalization is necessary as the goal of teaching new skills is to enhance everyday functioning. As Stokes and Baer (1977) described, generalization goals should be built directly into any teaching program for persons with ID. Therefore Griffiths et al. sought to evaluate the generalization outcomes of social skills training that directly programmed for generalization. Adults with ID were assigned to one of three groups: a) a control group, b) a group that received basic social skills training using a game with three generalization strategies, or c) a group that received social skills training with seven generalization strategies, including problem solving using group discussions, and staff members who were told to set up situations in the natural environment where the participant could practice and receive reinforcement for exhibiting their specific target skills. Participants in the third group who received more generalization training learned more social skills than those of the participants in the basic training group or those in the control group, indicating the importance of using generalization techniques. Interestingly, generalization techniques that involve the staff may be important because staff not only assist in the training, but also provide reinforcement contingencies in the participant's natural environment. The idea that staff presence increases generalization may be supported by evidence that human rights training for staff increases staff support of individuals with ID who attempt to assert their rights (Schultz, 1996).

As mentioned, various conceptual skills have been successfully taught to persons with ID, including skills in identification and prevention of abuse. Haseltine and Miltenberger (1990) developed a behaviour skills training (BST) program to teach self-protection skills to adults with ID. Training methods included discussing safety rules and appropriate behaviours, and modelling correct safety responses. A wide variety of training environments was utilized to promote generalization. After the BST, participants were tested via *in situ* assessments in which a confederate simulated an unsafe environment. Correct participant responses were reinforced with praise, while incorrect responses were given corrective feedback and additional modelling, and the participant rehearsed the correct responses to criterion. Seven of the eight participants maintained their acquired skills at one- and six-month follow-up tests. The authors suggested that the *in situ* training was vital to the success of the BST.

Lumley et al. (1998) taught sexual abuse prevention skills to six adult women with mild to moderate ID. Assessment was completed using four pre- to post-training measures: basic knowledge, describing what one would do in abuse situations, responding during role plays in which the researcher offered a sexual abuse lure, as well as responding to naturalistic *in situ* probes in which a confederate offered a sexual abuse lure. Target behaviours during the probes included saying “No”, leaving the situation, and reporting the incident to a trusted adult. Improvements were demonstrated in basic knowledge, in verbal reports and in the role plays, even at one-month follow-up assessments, but participants’ performance in responding to the *in situ* probes did not improve. The abuse prevention skills did not generalize to the probes that were designed to mimic real situations. The authors suggested that abuse prevention training should be done within the most natural setting possible, and that the responses practiced in the role plays should very closely resemble the actual responses required by the participant in real life.

Miltenberger et al. (1999) completed a similar BST study with five adult women with mild to moderate ID, but incorporated *in situ* training to enhance the level of

generalization of sexual abuse prevention skills. Ten weeks of BST included information about sexual behaviour and sexual abuse, discrimination of abuse from non-problem scenarios, directions on abuse prevention skills in response to abusive behaviour by staff, and the rehearsal of these skills in role plays of abuse situations. Praise and fast food coupons were delivered on a fixed-ratio 10 schedule for correct responses and corrective feedback for incorrect responses. The *in situ* training was initiated if the participant scored below a certain criterion on an *in situ* assessment within one week post-BST. Within five minutes of the assessment, the confederate and researcher debriefed the situation with the participant by discussing the participant's response, modelling the correct response, and then re-enacting the situation in a role play, praising correct responses and modelling for incorrect responses until the participant demonstrated two consecutive correct responses. Four of the five women completed the study, and these four women did significantly improve from pre- to post-BST and *in situ* training. The authors again emphasized that the *in situ* training was a vital component of the success of the program.

Egemo-Helm et al. (2007) evaluated the effects of introducing *in situ* training early in the BST program designed to teach sexual abuse prevention skills to five women with ID. Participants were first trained to respond to sexual solicitation by not agreeing to engage in the requested behaviour, saying "no", leaving the area, telling a trusted friend, and were reinforced for correct responses during role plays of sexual solicitations. All five women performed to criterion on these measures. An *in situ* assessment was completed within one week of the third BST session, and if the participant scored below a specific criterion, *in situ* training was implemented immediately in a manner similar to the methodology of Miltenberger et al. (1999). Once the participant demonstrated correct responses in three consecutive *in situ* assessments, the training was completed. Three of the four women successfully completed *in situ* training after one or two sessions, while one participant required twelve *in situ* training sessions with three additional booster training sessions to reach criterion, and the fifth participant dropped out after two *in situ*

sessions. One-month follow-up *in situ* assessments indicated that three of the four women performed perfectly, while one woman missed one of the four safety skills. At the three month follow-up two of the women performed perfectly, while the other two demonstrated two and three of the skills. Generalization was promoted by rehearsing skills in a variety of areas within the participants' residences, but *in situ* training was still necessary for generalization to the natural environment. Egemo-Helm et al. concluded that *in situ* training is more effective when initiated earlier in training, as opposed to the earlier study that implemented the *in situ* training later on in the BST program (Miltenberger et al.). The authors also discussed the importance of having staff members involved in the training, and having all staff members consistently support the individual in using the skills being taught, which would hopefully promote skill maintenance and generalization.

### *3Rs Project: Teaching Human Rights to Persons with ID*

While BST has been used to teach the complex skill of sexual abuse prevention (Miltenberger et al., 1999; Egemo-Helm et al., 2007), programs to teach other types of abuse prevention skills and other complex conceptual skills remain absent in the literature. The 3Rs Human Rights Project was designed in response to a concern about abuse prevention and a commitment to the promotion of all human rights for people who have intellectual disabilities. The 3Rs project is a community-university research alliance that provides human rights education programs for people with ID, their care providers and family members. It consists of researchers from five universities working in partnership with nine community organizations to develop and evaluate the impact of human rights educational materials. The core of the alliance involves eight researchers from Brock University working in partnership with one Association for Community Living.

When the core alliance was formed the main focus of the partners at the time was on the development of a Human Rights Statement as an accessible and easy-to-understand document that was specific to one agency's business. With a view to the

*Canadian Charter of Rights and Freedoms* as well as the *Rights for Individuals with Disabilities* laid out by Accreditation Ontario's *Enhancing the Rights and Personal Freedoms of People with Disabilities* (2000), the agency developed a list of 21 rights principles to guide its work. An adapted list from Owen et al. (2003) is included here.

The first eleven are based specifically on the Canadian Charter of Rights and Freedoms...

- 1) Right to equal treatment without discrimination because of race, ancestry, origin, colour, ethnicity, citizenship, creed, sex, sexual orientation, age, marital status, family status, disability, or other analogous ground.
- 2) Freedom of conscience and religion.
- 3) Freedom of opinion and expression.
- 4) Freedom of peaceful assembly and association.
- 5) Right to vote.
- 6) Right to enter, remain in or leave Canada or any Province.
- 7) Right to life, liberty, and security.
- 8) Right not to be deprived of one's life, liberty, or security except in accordance with the principles of fundamental justice.
- 9) Right not to be subjected to any cruel and/or unusual treatment or punishment.
- 10) Right to be secure against unreasonable search or seizure.
- 11) Right to equal protection and equal benefit of the law.

Recognizing that its commitment to human rights must extend beyond its own boundaries, the Association also committed itself to advocate for the maintenance of the following principles for persons with intellectual disabilities in the community at large:

- 1) Right to equal treatment under the law.
- 2) Right to participate in affirmative action programs designed to ameliorate the conditions of individuals or groups who are disadvantaged.
- 3) Right to contract for, possess, and dispose of property.

- 4) Right to income support.
- 5) Right to an education.
- 6) Right to sexual expression, marriage, procreation, and the raising of children.
- 7) Right to privacy.
- 8) Right to adequate health care.
- 9) Right to equal employment opportunities.
- 10) Right to appropriate support services of the individual's own choosing. (pp. 48-49)

After the key community partner's formal commitment to the Rights Statement the alliance developed a human rights awareness survey to determine the congruence between the Statement and the agency's daily activities in supporting people with disabilities. The results of this survey guided the development and pilot testing of the first 3Rs human rights education curriculum that was created for persons with ID and their support staff (Griffiths et al., 2003; Owen et al., 2003). In discussing the foundation of the 3Rs program, Griffiths et al. (2003) explained:

The word rights is used here in the sense of human (natural) rights, a term that implies entitlement to such things as food, shelter, a non-threatening physical environment, security, health, knowledge, work, freedom of conscience, freedom of expression, freedom of association, and self-determination. (p.26)

Griffiths and her colleagues explored the perceived rights restrictions of individuals receiving support, primary care staff, and support staff in group homes, supported independent living (SIL), family homes, and specialized homes as reflected in the results of the human rights survey. Factor analysis showed that restrictions fell into four categories: a) access and autonomy, b) relationships and community supports, c) safety, security, and privacy, and d) control and decision making. Individuals in SIL reported the fewest restrictions, followed by the specialized homes. Individuals in family homes and group homes reported the highest number of restrictions. Individuals supported by the community agency expressed concerns in all four categories. Primary care staff expressed concern about issues related to control and decision making, as well as access and

autonomy, while support staff persons were concerned about these issues in addition to relationships and community supports.

Following up on this survey study, Owen et al. (2003) described how the same community agency undertook system-wide changes to identify and rectify rights restrictions. A Human Rights Commission (now known as the Human Rights Facilitation Committee) was established to address all rights concerns from staff as well as persons with ID who are supported by the agency. This is a Committee of the Association for Community Living's Board of Directors and, as such, provides advice that may influence policy within the organization as rights restrictions are identified and remediation is suggested.

Following Sobsey's (1994) advice, Owen and colleagues emphasized that, alongside human rights training for persons with ID, it was also essential to train care providers about human rights. If persons with ID were taught about human rights, but still were not heard in their environment, the abuse against them would be doubled instead of mitigated; for this reason, the community agency committed to providing mandatory human rights training for all of their staff members. To evaluate the initial effectiveness of the eight hours of training all staff completed a rights knowledge assessment before and after training. The assessment consisted of the presentation of four rights scenarios, after which participants were asked if a human rights violation had occurred in the scenario, what the nature of the violation was, who perpetrated it, and what could be done to rectify the situation. If the staff found there was no violation, they were asked to explain why. The researchers scored the first answer as correct or incorrect, and the following three answers were each scored on an ordinal scale; these scores were summed to give a final score out of eight. Paired *t*-tests revealed significant increases at an alpha level of 0.01 in scores on the first, second, and fourth questions, which indicated an increase in human rights restriction identification and remediation knowledge. The third question, which asked about who perpetrated the human rights violation, did not yield significant results. The authors discussed several limitations of the study, including the



fact that the staff members were not naïve to human rights, that the training was introductory and possibly rushed in only eight hours, and that there was no control group.

The Rights Facilitation Committee addresses human rights issues by accepting complaints that staff members and individuals with ID (with or without the help of a staff member or personal advocate) may send to an administrative assistant via the Association's Human Rights hotline or via a complaint form. The Executive Director then reviews each complaint, and may refer it first to a manager or supervisor within the organization, or may refer it directly to the Rights Facilitation Committee. The Committee's suggestions for resolution may be appealed to the Association's Board of Directors. As Owen et al. (2003) anticipated, "...feedback from the human rights training participants and the outcomes from the Rights Facilitation Committee's rights reviews will stimulate ongoing reflection, discussion, review, and revision of organization policies and procedures...".

Community partners raised concerns that the 3Rs education program would lead to rampant rights assertion without practical regard for the rights of others, and therefore the 3Rs curricula focus on teaching human rights within the larger context of respecting the rights of others as well as maintaining one's physical, psychological, and interpersonal responsibilities. Since its inception, the 3Rs Human Rights Project has developed several curricula to teach human rights to persons with ID (Tardif-Williams et al., 2007; Tarulli et al., 2004). Tardif-Williams et al. compared the effects of an interactive computer-based training approach to rights education with the effects of a discussion-based classroom approach for 39 persons with ID. Human rights awareness was defined as the ability to identify the presence of a rights violation, the specific nature of the violation, and possible solutions to resolve the violation. Pre- and post-training rights knowledge testing showed that participants in both types of training demonstrated significantly increased human rights awareness. These results indicated that persons with ID can learn to identify human rights restrictions in testing situations and can suggest remedial strategies.

The most recent 3Rs curriculum development consists of game-based rights training in groups of 2 to 4 participants. The curriculum involves asking questions and giving participants feedback as to the accuracy of their answers. Icebreakers are used to introduce the 3Rs game, and conceptual questions are used to teach the definitions and concepts of having rights, respecting others' rights, and being responsible for your actions. Videotaped scenarios of people with ID and their staff and housemates display rights restrictions, rights non-restrictions, respect problems, respect non-problems, responsibility problems, and responsibility non-problems, which are used in teaching participants to identify problems and to suggest solutions. Role plays are used to model and practice rights assertion skills. Throughout all phases, verbal praise is given for correct responses, while further modelling and corrective feedback is given in response to incorrect answers. Before training, at the training mid-point, and following training, all participants are tested on their abilities to differentiate rights, respect, and responsibility problems from non-problems, to describe the nature of the problems, and to suggest remedial strategies. This curriculum was designed for persons who could give verbally descriptive answers to questions asked. In addition, generalization of training from the game-based format is being assessed with the use of low risk *in vivo* probes.

Generalization to untrained settings can be difficult to obtain, but is necessary for abuse prevention (Feldman, 1994), and must therefore be programmed into the training (Stokes & Baer, 1977). In addition to the generalization probes described above, the 3Rs Project has also promoted generalization by training all of the agency's staff on human rights, especially in the context of supporting persons with ID to assert their rights. Preliminary results indicated a pre- to post-training increase in staff members' abilities in identifying rights violations and to suggest possible solutions (Owen et al., 2003).

#### *The Purpose of this Research Project*

Inclusion criteria for participation in the 3Rs programs have to date required that participants must be able to use speech to communicate. Participants have been required to understand the study and answer questions about its purpose and format in order to

give informed consent. This has mainly been a function of the fact that this is such a new area of training and education research. However, the 3Rs team is concerned that persons with ID who have limited receptive and expressive communication abilities may be more vulnerable to experience abusive restrictions of their basic human rights than those who are able to communicate their objections. In this context, people with limited communication would include persons who do not use speech at all, persons who do not use more than one- or two-word phrases at a time to communicate, and persons who do not use any other method of communicating that is easily understood by most other people, such as using signs. These people, perhaps more than others, may need the 3Rs program to learn about their human rights and how to assert them. No studies can be found in the published literature in areas of either education or developmental disabilities that demonstrate attempts to teach human rights to individuals with ID with limited spoken language communication. As previously discussed, there is evidence that this population has learned various other skills, but these are usually skills that result in permanent products, which makes learning relatively uncomplicated to assess. For example, Murphy (1976) used a token economy with four nonverbal men to improve self-care skills, including making the beds, putting away pyjamas, dressing, shaving, and brushing teeth. Observers could assess learning by observing the participants' abilities to perform the overt behaviours. In another example, Lancioni et al. (2008) demonstrated that four participants with profound ID were taught to move from one activity to another after one small prompt, a skill that they could not previously execute, and which could be easily assessed as it was a concrete behaviour that either occurred or did not occur. In yet another example, Rehfeldt et al. (2003) taught adults with ID how to make a sandwich; this skill was assessed by observing the presence or absence of each step of a seventeen-step task analysis. While the acquisition of permanent products can be observed, assessment of the acquisition of conceptual skills can present difficulties. One could hypothesize that these difficulties would be exacerbated during the assessment of the

acquisition of conceptual skills by persons with ID who also have limited communication abilities, which may have contributed to the apparent lack of studies in this topic area.

The purpose of the present research project was therefore to teach basic human rights knowledge to individuals with ID who have limited receptive and expressive communication abilities. This was done by modifying the 3Rs game-based curriculum to incorporate *in situ* methods which were shown to be effective by Egemo-Helm et al. (2007). All answers were also modified to give the participants the ability to answer “yes” or “no” to each question, as participants had no consistent method of verbalizing descriptive answers required by the previous curriculum design. The communication methods typically used by the participants in the present study were determined in each participant’s first session. All participants were able to differentiate between “yes” and “no”, which was confirmed with a series of about five questions, such as, “Is your name *[insert his/her name]*?”

Just as the literature has little to say about how to teach persons with ID who do not speak, it also has little to say about how caregivers can determine the preferred communication method of people who do not use spoken language. In one study, Dennis (2002) conducted focus groups to explore how caregivers learn how to interact individually with persons with ID who do not use speech to communicate. Participants suggested that successful listening required them to believe in, commit to, respect and value the consumer, to be confident, flexible, patient, sensitive, vigilant, and aware of nonverbal signs. Physical and emotional comfort and security were suggested to improve social interaction. Participants suggested that the listener should allow for silence, be aware of appropriate eye contact, proximity, physical touch, spend time with the person both with others and without others, and start an interaction by discussing a tangible item. These suggestions were utilized by the researchers as often as possible.

While the present study presented various challenges, the time has come to pave the way for research in teaching complex skills to individuals with ID who have limited communication abilities. The research questions were as follows: 1) Throughout training,

will participants demonstrate increases in rights knowledge as assessed by watching videotapes about rights restrictions and non-restrictions and answering questions about them? 2) Throughout training, will participants demonstrate increases in rights knowledge as assessed by watching researchers act out role plays and engaging in role plays about rights restrictions and non-restrictions and answering questions about them? 3) Throughout training, will participants demonstrate increases in the ability to stop a rights restriction that a researcher is briefly imposing on him/her? 4) When a participant is trained on three specific rights topics, choosing what to eat, what to wear, and what to watch, then to what degree will he or she generalize these skills to other rights topics, such as choosing when to go to bed?

To examine these effects we used a multiple baseline design across four participants and across training on three rights topics, choose what to eat, what to wear, and what to watch or listen to for entertainment. These three rights topics were chosen from a list of human rights taught in the previous 3Rs Human Rights curriculum. These are three of the most basic human rights that should be in place for all persons. They stood out as rights that everyone should be able to choose despite any special needs. Eating food, wearing clothing, and daily entertainment are choices that almost everyone makes, and may stand apart from slightly more complex rights such as the right to choose at which bank to keep one's money or the right to choose one's friends. There were others that might also have been chosen, such as the right to choose when to get up and when to go to bed, as all persons engage in these activities as well.

## Methodology

### *Participants*

*Recruitment.* Participants were recruited from the consumers of residential services provided by Community Living Welland Pelham (CLWP). The staff members who provide supports to these consumers already had the necessary training in human rights provided through previous components of the 3Rs: Rights, Respect, and Responsibility Project. Inclusion criteria required that each participant had an intellectual disability, which was assumed because CLWP's mandate is to provide services for persons who have an ID. Inclusion criteria also designated that the participant did not require the highest level of support provided by the agency, which consisted of constant supervision and extensive personal care to complete daily living duties. Inclusion criteria required lastly that the participant had limited communication abilities, specifically that the participant did not use more than one- or two-word phrases of any mode of expressive communication that could be understood by most people, whether it be spoken language, signing, or any other method. To confirm limited communication abilities and further describe the study's population, the researchers completed the Vineland Adaptive Behaviour Scales, Second Edition (Vineland-II) and the Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4). The Vineland-II is a well-known test used to measure personal and social skills needed for everyday living (Sparrow, Cicchetti, & Balla, 2005). It consists of five domains: communication, daily living skills, socialization, motor skills, and maladaptive behaviour index. Internal consistency of the Vineland-II on the survey form, using split-half means for the domains is .83 to .90, and .94 for the adaptive behaviour composite. Test-retest reliability on the domains in the survey form is .81 to .86 and .88 on the adaptive behaviour composite. Interrater reliability for the domains is at .62 to .78 and .74 for the adaptive behaviour composite (Pearson Education Inc., 1984). The participants' support workers were requested to fill out all five domains of the parent/caregiver rating form. The researchers were especially interested in determining the participants' communication abilities in order to ensure that participants had limited

expressive communication. The researchers were also interested in the participants' level of daily living skills as measured by the Vineland, with a view to describing the characteristics of the participants who succeeded in learning about human rights since it could be hypothesized that participants with greater needs in daily living may be less likely to assert themselves to staff persons on whom they depend for regular assistance in these areas throughout the day. The Parent/Caregiver Rating Form was used in this study. The PPVT-4 is an assessment tool used to measure receptive communication abilities (Dunn & Dunn, 2007). It is valid for persons aged two years and six months to over 90 years. The PPVT-4 has alternate-form reliability, correlated at .89, a test-retest reliability of .93, and great internal consistency reliability by age by split half of .94 on both Forms A and B (Pearson Education Inc., 2007). Form A was used in this study.

*Consent forms.* The goal was to have three participants. The residential director nominated three persons who fit these inclusion criteria, and later a fourth person, and each nominee was approached by one of his or her familiar support workers to ask if s/he was interested in participating, using the verbal recruitment script in Appendix 1. Based on this initial recruitment, names and phone numbers of persons who were interested in participating were provided to the researchers who met with the potential participants and their support workers. Participants who wished to be involved and their support workers signed the consent forms, attached in Appendix 2a-2c. When persons supported have difficulties making their own informed choices about daily life, the duties of the Association for Community Living include the daily balance between making team decisions about care and contacting the consumers' substitute decision makers for input. With three of four participants the Association teams decided that contacting the next of kin for verbal consent was sufficient and written substitute consent was not obtained even though these participants did not answer the comprehension questions written into the informed consent form. This procedure complied with the practice of the Association given their concern that persons supported by them not be identified as "incompetent", as is a component of assigning a substitute decision maker.

*Summary of the Vineland-II and PPVT-4 results.* See Table 1 for reports on the standard scores for each measure for all participants. On the PPVT-4 all participants scored below the first percentile, and below five years age equivalent, indicating limited receptive communication. Also, all participants scored below a standard score of two and below two years on the age equivalents on expressive communication as assessed by the Vineland-II, confirming that they fit the inclusion criteria. The maladaptive behaviour index was not scored seeing as this was not relevant to the purpose of the study.



Table 1.

*Results from the PPVT-4 and the Vineland-II*

		Participant 1	Participant 2	Participant 3	Participant 4
PPVT-4	Standard score <sup>a</sup>	44 (+7/-5)	50 (+7/-5)	39 (+7/-4)	24 (+10/-5)
	Percentile	Below 0.1	Below 1.0	Below 0.1	Below 0.1
	Age equivalent <sup>b</sup>	4:7	4:10	3:5	2:3
Vineland-II <sup>c</sup>	Adaptive behaviour composite	24 $\pm$ 7	28 $\pm$ 7	-	20 $\pm$ 7
	Communication <sup>d</sup>	22 $\pm$ 9	22 $\pm$ 9		21 $\pm$ 10
	<i>Expressive</i>	1 $\pm$ 1 (1:6)	1 $\pm$ 1 (1:0)		1 $\pm$ 2 (1:11)
	<i>Written</i>	1 $\pm$ 2 (3:10)	1 $\pm$ 2 (2:5)	-	1 $\pm$ 2 (2:5)
	<i>Receptive</i>	12 $\pm$ 3 (11:0)	8 $\pm$ 3 (7:6)		1 $\pm$ 3 (2:2)
	Daily Living	22 $\pm$ 9	22 $\pm$ 9		23 $\pm$ 8
	<i>Personal</i>	1 $\pm$ 2	4 $\pm$ 2		3 $\pm$ 2
	<i>Domestic</i>	2 $\pm$ 2	1 $\pm$ 2	-	2 $\pm$ 2
	<i>Community</i>	1 $\pm$ 2	1 $\pm$ 2		1 $\pm$ 2
	Socialization	20 $\pm$ 8	20 $\pm$ 8	-	20 $\pm$ 8
	Motor Skills	22 $\pm$ 10	31 $\pm$ 10	-	-

<sup>a</sup>Confidence intervals of 95% are recorded in parentheses following each standard score.<sup>b</sup>Age equivalents are recorded in years: months.<sup>c</sup>Results recorded in standard scores with 90% confidence intervals.<sup>d</sup>Age equivalents recorded in parentheses following each standard score and confidence interval.

*Participant 1.* Participant 1 was a 51 year old woman who signed the consent form and answered all of the informed consent questions correctly and did not require a

substitute decision maker. During the study she lived with her husband in an apartment in the lower level of a residential group home, and she attended a day program run by CLWP. Sessions were held in the 3Rs office and in the CLWP Day Program. The PPVT-4 indicated that participant 1 had a receptive communication age equivalent of 4 years, 7 months. The Vineland-II indicated that her expressive and written communication abilities were very limited, but that receptive communication was around an age equivalent of 11 years, somewhat divergent from the age equivalent generated by the PPVT-4. This could be due to the fact that the Vineland-II is a broader measure based on caregiver recall of the person's communication in daily life, while the PPVT-4 measured participant behaviour during a formal administration of the measure by the researcher.

*Participant 2.* Participant 2 was a 61 year old man who signed his own consent form but did not answer the questions built into the form that were intended to ensure informed consent. His support team obtained verbal consent from his substitute decision maker and themselves signed as a witness for his involvement. He was monitored for assent throughout the study, but especially over the first few sessions. During the study he lived in his own bedroom in a group home with other persons with ID and he attended a sheltered workshop run by CLWP. Sessions were held at the workshop and at the 3Rs office. The PPVT-4 indicated that participant 2 had a receptive communication age equivalent of 4 years, 10 months. The Vineland-II indicated that his expressive and written communication abilities were very limited, but that receptive communication was at an age equivalent of 7 years, 6 months.

*Participant 3.* Participant 3 was a 65 year old man who signed his own consent form but was not able to answer correctly the informed consent form questions. His support team informed the researchers that they obtained verbal consent from his next of kin. He was monitored for assent throughout the study and it was clear that he would like to participate as long as his sessions would not interfere with his job, and so after the first session at his workplace, we conducted the sessions at home in the mornings before he went to work. During this study he lived in a residential group home and went to work

most days of the week at a pet store. He dropped out of the study while still in baseline to go on an extended vacation out of the area and did not return to the study when he returned home as it was near the end of the study. He gave assent to the use of his baseline data. The PPVT-4 indicated that participant 3 had a receptive communication age equivalent of 3 years, 5 months. The Vineland-II was not returned by the staff by the time participant 3 dropped out of the study.

*Participant 4.* Participant 4 was a 41 year old man who signed his own consent form but was not able to answer correctly the informed consent form questions. His support staff team obtained verbal consent from his next of kin. He was monitored for assent throughout the study. During this study he lived in a family home setting and attended the CLWP Day Program. Sessions were held at the 3Rs office and at the Day Program. The PPVT-4 indicated that participant 4 had a receptive communication age equivalent of 2 years, 3 months. The Vineland-II indicated that his expressive, written, and receptive communication abilities were all very limited. The motor skills domain was not scored because the Vineland-II does not interpret motor skills for persons of 41 years of age.

### *Research Design*

The effectiveness of the modified 3Rs human rights training program to teach people with ID and limited communication was examined using a multiple baseline design across these four participants and across three human rights topic areas. Training took place in 20 to 60 minute sessions two or three times per week. Participants were to be explicitly trained on three human rights topics: the right to choose what to eat, the right to choose what to wear, and the right to choose what to watch or listen to for entertainment. The training program progressed through these rights topics one by one. However, participants 2 and 3 stopped training on food rights in three or fewer sessions as their staff cited weight gain as a health and safety issue, and the staff of participant 2 mentioned that he had cholesterol issues. Short explanations were given to the

participants, who did not appear affected, and their sessions were returned to baseline. See Figure 1 for a visual representation of the research design.

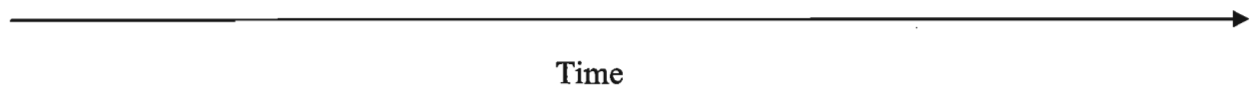
### Planned Procedure

*Participant 1:* Baseline → Eat → Wear → Watch

*Participant 2:* Baseline → Eat → Wear → Watch

*Participant 3:* Baseline → Eat → Wear → Watch

*Participant 4:* Baseline → Eat → Wear → Watch



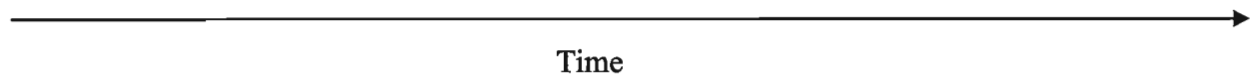
### Actual Procedure

*Participant 1:*  
Baseline → Eat → Wear → Watch

*Participant 2:*  
Baseline → Eat → Baseline → Wear → Watch

*Participant 3:*  
Baseline → Eat → Baseline (drop out)

*Participant 4:*  
Baseline → Wear → Watch



*Figure 1.* A visual depiction of the planned multiple baseline design for this study and the actual multiple baseline design that occurred.

Data were collected during each session. Participants answered questions after watching videotapes, after watching and engaging in role plays, and when participants' rights assertion abilities were assessed when faced with a temporary and brief rights restriction in an *in situ* scenario. These three types of data were coded as either correct or incorrect and a simple percentage correct for each type of question was generated after

each session. These data guided the research through the multiple baseline design and were used to answer the first three research questions about the participants' demonstration of change in rights knowledge. During each session participants were assessed not only on the specific rights topic being trained, but also untrained rights topics, such as the right to use the phone. These data were used to answer the fourth and last research question looking at the degree to which the participants generalize their rights knowledge from trained to untrained human rights topics.

### *Preparing the Participants for Training*

*Personal preferences.* Prior to each participant's first session, his/her support workers filled in a Personal Preferences Questionnaire (Appendix 3) about the participant's preferences on the topics of food, clothing, and entertainment. They also reported on potentially sensitive information that should be avoided so that the participants would not be unnecessarily upset during training.

*Communication methods.* Each participant's individual methods of communication were learned by the researcher in discussion with the participants and their staff member(s), who accompanied them through each training session. The methods that the participants used to communicate "yes" and "no" were determined through this process, as these were the basic units of communication required during the training. To verify the method described by the support staff, each participant was asked three to five basic questions that required a "yes" or "no" answer, such as, "Is your name [insert participant's name]?" Participant 1 originally used head nodding and shaking to say yes and no respectively, and about half way through training one support worker suggested the use of a hand pointing system, in which the researcher would ask the question and then say "Yes" while holding up one hand and then immediately "or No" while holding up the other hand. Similarly, Participant 2 initially used head nodding and shaking for yes and no respectively, but after three weeks began using instead a hand pointing system suggested by a supervisor who had known him longer than the staff with whom we began, in which the researcher would ask the question and then say "Yes"

while presenting one palm and then immediately “or No” while presenting the other palm. Participants 1 and 2 occasionally reverted to using head nodding and shaking, and the trainers usually proceeded with the method that the participant had been using to communicate that day prior to the session. There was no counterbalancing of the use of hand pointing versus head nodding and shaking; participants were free to use whatever method they preferred with the staff they were working with that day. This was not controlled for in this study. Participants 3 and 4 both used verbal “yes” and “no” responses. Participant 4 usually said “yup” which was coded as “yes”, and the same pattern was used for both participants 3 and 4 to code other words meaning yes and no, including “nah” and “nope” for “no”, and “yeah” for yes. In responding to *in situ* training, behavioural responses to the rights restrictions were observed. Coding correct and incorrect for the *in situ* training will be described in detail below.

### *Baseline Sessions*

*Videotaped scenarios.* During the baseline sessions participants watched videotapes and answered questions about them. As described above, the 3Rs Human Rights Project had previously developed a DVD of acted out scenarios in which staff and housemates performing natural daily activities would either restrict (problem scenario) or not restrict (non-problem scenario) another person’s rights on a specific topic. During baseline sessions, participants watched five videotapes of problem and non-problem scenarios and then answered the following four questions. After ensuring that the participant saw and heard what had happened in the video, the researchers would take turns asking the questions. The first question was always the same: Did the staff/housemate stop \_\_ (insert name)’s rights? The next three questions were designed to determine the participant’s understanding of the scenario, and what the individual in the scenario has the right to do. These would obviously differ from scenario to scenario but the format remained the same. See Table 2 for an example of the questions asked after the participant watched a videotape.

Table 2.

*A Sample of a Videotaped Scenario*

Scenario	A housemate grabbed the remote control from Beth's hands and said, "I decide what we watch on TV."
Pre-Question	Did you see and hear what happened?
Question 1	Did the housemate stop Beth's rights?
Question 2	Did the housemate take the remote control away from Beth?
Question 3	Does Beth have the right to choose what she watches?
Question 4	Does Beth have to let her housemate choose the TV show?

The four questions would all be answered with either yes or no, and each session for each participant included an equal number of yes and no correct answers so that the "chance" rate of responding would be 50% yes and 50% no. In this way it was possible to assess the degree to which the participants' abilities differed from chance. During baseline participants watched videotapes from the three rights topics to be trained, as well as videotapes from rights topics they would never explicitly learn, such as the right to choose when to go to bed. These untrained topics were tested throughout baseline and training so as to measure the participants' abilities to generalize from trained to untrained rights topics. A complete list of the rights restricted and not restricted in the videotapes is included in Appendix D. In these baseline sessions, participants were not given any feedback as to the accuracy of their answers, but were given general encouragement, such as, "You're doing a great job today!"

*Roleplay scenarios.* During baseline sessions participants also watched two researchers or a researcher and a staff person act out a role play scenario, essentially a videotape in real life. There were problems and non-problem role plays, which were all preceded by a brief explanation, "We are acting. I am a staff person who is supporting

him.” After each role play scenario the participant would be asked three questions. The first question was always the same: Did I/he/she stop my/his/her rights? The second and third questions varied to get at the specifics of the person’s rights. See Table 3 for an example of the questions asked after the participant watched a role play.

Table 3.

*A Sample of a Role Play Scenario*

	Person supported asks if she can have bacon and eggs for lunch. Staff says, “No, we only have bacon and eggs for breakfast, not for lunch.
Scenario	We’re having sandwiches.”
Question 1	Did he stop my rights?
Question 2	Does my staff person have the right to choose what I eat for lunch?
Question 3	Do I have the right to have bacon and eggs for lunch if I want to?

During baseline, participants were not given feedback as to the accuracy of their answers, except for the generic and sporadic response, “Good job!” after correct and incorrect answers alike. Similar to the videotapes, the number of yes and no answers across the session was balanced so that the “chance” rate of responding would be 50% yes and 50% no. Whereas the researchers used videotape scenarios on untrained rights topics to test for generalization, role plays were used only for the three basic rights topics that were the focus of teaching, and not for untrained rights topics.

*In situ scenarios.* *In situ* were not included in the original research design but were added shortly after the training procedure to check whether participants could assert themselves when restricted in an everyday life situation. A revision to the ethics submission was approved by the Brock University Research Ethics Board allowing this addition to be included. As a result of the late addition of this procedure only participant



4 has *in situ* data in baseline. This will be further explained in the discussion section. The *in situ* rights restriction consisted of a brief and temporary violation of one's human rights. For example, the researcher might walk over to the participant and pick up his/her cup of tea, and say, "You can't have this anymore." After ten seconds or as soon as the participant asserted him/herself, whichever came first, the researcher would immediately debrief the participant by explaining that the participant has the right to access the restricted item and by explaining that the restriction was part of the training used to help the participant to learn about rights. A support worker was present for most *in situ* rights restrictions and debriefings. Two researchers were usually present for such events, as was a staff person who was familiar to the participant. While the procedure included a plan to support participants who might find the *in situ* troubling, none of the four participants gave any indication of concern about the procedure beyond the expected concern expressed during *in situ* training when a minor rights violation was enacted and subsequently debriefed. Each individual's own communication methods were explored but it was difficult to determine consistent gestures or vocalizations already in each individual's repertoire that staff and others would reliably respond to in rights situations. As a result, participants were taught an assertive universal stop hand gesture to use when they felt their rights were being restricted during the *in situ* procedure. This gesture consisted of the participant raising his/her hand up above the waist, with the palm facing forward. To teach the response the researchers modelled the gesture visually, and said, "Put your hand up like this." with a subsequent explanation that this would prompt others to stop whatever they are doing. This will be further explained in the results section. Their support staff members were also informed about the use of this gesture verbally during the sessions, and also via a memo written specifically for each participant's support team. The response of the participant was scored correct if he or she asserted his or her rights using the stop gesture.

### *Training Sessions*

*Overview.* Training progressed sequentially through the three rights topics using three sequential training phases: icebreaker sessions, concept sessions, and then videotape and role play sessions. As this was a logical order of training (first learning about the idea of rights, then learning the concepts, then applying the concepts to situations and practicing the concepts), the order of these phases was not counterbalanced.

*Icebreaker sessions.* Training on each rights topic began with one session of five icebreaker questions. These questions were designed just to get the participants thinking about what it means to make choices. See Table 4 for an example of an icebreaker question.

Table 4.

#### *A Sample of an Icebreaker Question*

Icebreaker question: Do you like to wear your red and white shirt (item collected from Personal Preferences Questionnaire)?			
<i>Response: Yes.</i>		<i>Response: No.</i>	
Are you allowed to wear it if you want to?		Do you have to wear it if you don't want to?	
<i>Response: Yes.</i>	<i>Response: No.</i>	<i>Response: Yes.</i>	<i>Response: No.</i>
Model correct		Model correct	
Verbal praise.	answer.	answer.	Verbal praise.

During icebreaker sessions the participant would also receive several videotapes on each of the rights topics to be trained, as well as the rights topics meant to test generalization. A list of the icebreaker questions used can be found in Appendix 5.

*Concept sessions.* After one session of icebreakers, the participants proceeded to at least two sessions of concept training. Concept questions were meant to teach the

concepts that we all have human rights to make choices and decisions about relationships and activities and things in our life, and also that when someone is stopping you from making a choice or decision, that person is stopping your rights you are allowed to do something about it. During these sessions participants were told about rights, and asked five concept questions. See Table 5 for a sample of a concept question.

Table 5.

*A Sample of a Concept Question*

Concept question: Rights means making choices in your life and making your own decisions. You are allowed to make choices about what you eat. Does having rights mean that your housemate can choose what you have for dinner every night?	
<i>Response: Yes.</i>	<i>Response: No.</i>
“That’s incorrect.” Ask same question to staff, who says, “No.”	“That’s right! Very good! We all have the right to choose what we eat.”

A list of the concept questions used can be found in Appendix 6. During concept sessions each participant would also view several videotapes on each of the rights topics and generalization topics, all without feedback, as well as several role plays on each of the rights topics to be trained, all without feedback.

During these concept sessions the participants also began learning via *in situ* scenarios on the rights topic being trained. At least five *in situ* scenarios were used during each session, all with immediate feedback given on their performance. See Table 6 for an example of how *in situ* scenarios proceeded.

Table 6.

*A Sample of an In Situ Scenario*


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*In situ* scenario: Researcher pulls participant's coffee mug away from him/her and says, "You cannot have this anymore."

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*Response: Stop hand gesture.*

*Response: Non-assertive response.*

---

"Oh do you want to talk about this? Good job using your hand gesture. I was stopping your rights and you stopped me."

Prompts from least to most intrusive.

"What should you do when I stop your rights?"

"What should you do with your hand?"

"Put up your hand."

"Put up your hand like this." Model gesture.

---

*Videotape and role play sessions.* After the concept sessions the participant moved to the third and final phase of training on each rights topic, the phase in which they learned via videotapes and role plays. This phase consisted of a combination of videotapes and classroom-based role plays specifically on the topic being trained. A list of the videotape questions and role play questions used can be found in Appendices 7 and 8. These were similar to the ones they had seen as untrained items in prior sessions, except that in training they received feedback on their answers. See Table 7 for an outline of the videotaped scenario procedure during training.

Table 7.

*Procedure Used for Videotaped Scenarios during Training*

Watch Videotaped scenario	
Ask each of the 4 questions following the scenario and record first response.	
<i>Correct response</i>	<i>Incorrect response</i>
“Yes, that is correct. Great job!”	Ask the same question to staff/other researcher, who models the correct answer.
Ask next question.	Ask next question.
Summary statement: “We all have the right to choose what we ____.”	

See Table 8 for an outline of the role play scenario procedure during training.

Table 8.

*Procedure Used for Role Play Scenarios during Training*

Researchers act out role play scenario	
Researcher asks each of the 3 questions following the scenario and record first response given for each one.	
<i>Correct response</i>	<i>Incorrect response</i>
“Yes, that is correct. Great job!”	Ask the same question to staff/other researcher, who models the correct answer.
Ask next question.	Ask next question.
If scenario included a restriction, researchers model the role play again, but the person whose rights were restricted asserts his/her rights by using the hand gesture and saying, “Stop. I have the right to ____.”	
Participant asked to act out the role play with a researcher or staff person.	
Ability to assert him/herself recorded as correct if s/he responded with the stop gesture.	

During these sessions the participant would also watch videotapes and answer questions about each of the other two rights topics and on untrained generalization topics, without feedback, as well as several role plays on each of the rights topics to be trained, without feedback. During these sessions the participants would also be trained using at least five *in situ* scenarios on the rights topic being trained, all with immediate feedback on their performance. The original criterion was at least 80% correct on the videotape and role play questions for at least two consecutive sessions, but this criterion was dropped as participant 1 was not able to consistently score above 50% chance. This will be described further in the results and discussion sections.

At the end of training, each participant was given a Certificate of Achievement and also a memo for their support team to understand how to proceed with practicing the skills they had learned.

*Design complications.* In keeping with the multiple baseline design, participants were to progress from baseline to training once the previous participant started training and began to show improvements. This process was complicated by several factors. When participant 3 dropped out, it was decided to replace him in the multiple baseline design with a fourth participant rather than just continue with two participants, in order to strengthen the design. Also, when participants 2 and 3 began training on the right to choose what one eats, staff persons began to express their concerns about the health and safety outcomes of explicitly teaching these individuals that they have the right to eat whatever they wanted. After some discussion it was decided that this rights topic should be removed, and participants 2 and 3 returned to baseline to wait to begin the second rights topic. The research plan was that participants would progress through the rights topics as they reached 80% correct on the videotapes and role plays phase for at least two consecutive sessions, but it became clear that participant 1 could not achieve this criterion after many sessions of obtaining less than 80% correct, and so this criterion was dropped. As the same results became clear for the remaining participants, this criterion was dropped overall.

*Game format.* Originally with participant 1 a game board was used as the context for the training. She would roll the dice, move a playing piece around the board, land on a square of one of three colours (blue, green, or yellow), and then pick up a card of the representative colour. Picking up a blue card represented the content questions for the training phase she was in, such as icebreaker questions, concept questions, and videotapes and role plays on the rights topic being trained. Picking up a green card meant being asked questions about untrained videotapes and role plays, and picking up a yellow card was followed by an *in situ* scenario. After each question or series of questions she would roll the dice again for another question.

The board game was originally utilized in order to give context to the many questions that the participants were given, but it turned out that simply spending time together served the same purpose. It became apparent that many extraneous skills were also being taught while playing the game, such as how to roll a dice, how to count dots on a dice, how to find and move one's playing piece, and count spots as one moves around the board. Additional prerequisite skills being learned were colour recognition and matching, as the participants had to pick up the card of the same colour as the space he/she landed on. All of this coaching took up valuable time and energy that could have been spent training on rights. The board game appeared to introduce several confounding variables, such as the need for participants to acquire prerequisite game play skills that took up valuable teaching time, and so it was removed.

Because of the multiple baseline design, the board game was used most with participant 1, but participant 2 also played the game once during the session before it was removed. Sessions went much faster without the game, and therefore more training material was covered. The training format shifted to presentation of the curriculum material by asking the questions one after another until they were all completed. The order of questions simply moved through each section to be completed. *In situ* scenarios were interspersed throughout the session, and often a researcher would join the

participant in activities after the session, depending on what the participant had planned for the day, and complete several *in situ* scenarios then.

*Data Collection.*

Individual data sheets were made for each session and for each participant to guide the researchers through the questions and to record participant answers. A research assistant attended most sessions and the data from the two data sheets were corroborated after each session to ensure that both raters obtained the same answers. Most sessions were videotaped. Through the single subject multiple baseline design, the percent correct for each of the three participants was graphed and visually inspected by the researcher after each session, and decisions about moving through the design were guided by these data.

Inter-Observer Agreement (IOA) was collected for 653 of 2377 trials (27.5%), and of the 653 trials observed and coded by a blind research assistant 618 trials were coded identically, giving an IOA of 94.6% agreement. The research assistant also signed a confidentiality form (see Appendix 9).



## Results

### *Overview of the Results Analysis*

During all baseline and training sessions with all four participants, the answers were recorded and the percentage correct was calculated for each type of question asked in that session. These rates of correct responding were plotted on graphs and visual inspection of the ongoing data indicated several interesting findings. In this report the results have been divided into responses obtained on the Videotapes, the Roleplays, and the *In situ* scenarios.

### *Results from the Videotaped Scenarios*

*Summary of results.* None of the four participants demonstrated consistent increases in knowledge on any of the three rights topics taught or on the untrained topics meant to check generalization, as assessed by percentage correct. Several sporadic sessions occurred where percent correct was above 50% chance, as detailed below; however, there were no consistently maintained increases in accuracy for any of the four participants. See all of the results from the videotaped scenarios in Figure 2.

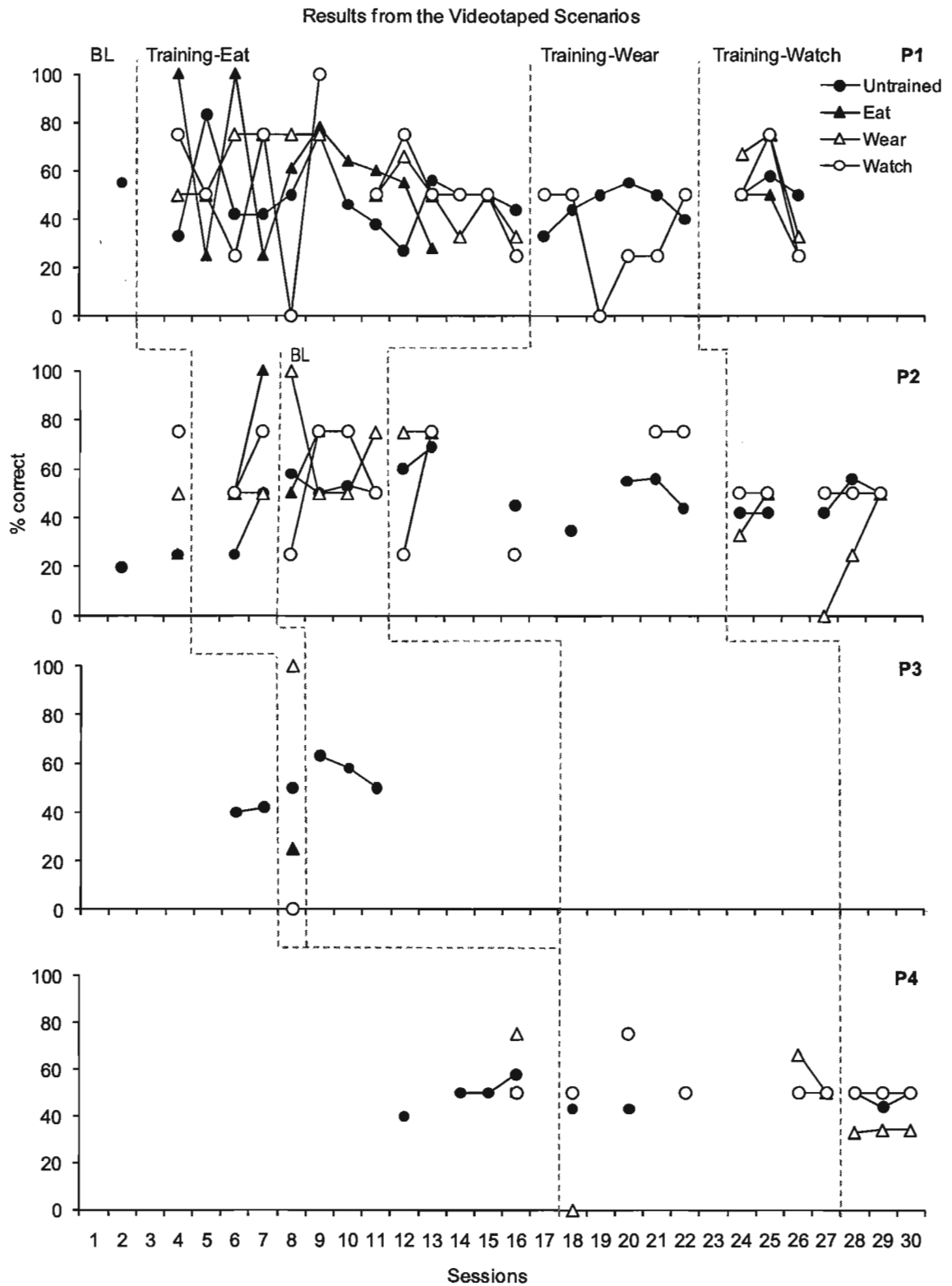


Figure 2. Percentage correct across all sessions for each of the four participants on the answers given to questions asked following videotape scenarios.

*Participant 1.* In baseline, participant 1 obtained 55% correct, right around chance responding. She then started learning about her right to choose what she eats, and obtained a mean of 60% correct (range 25%-100%) on the videotapes questions about choosing what to eat. Given that 50% correct indicates chance responding, and scores consistently and significantly higher would represent the learning of the rights concept, it is clear that participant1 did not learn this concept as assessed by the videotapes. During training on food rights, her ability to answer questions related to choices about clothing was also tested, and she scored an average of 59% correct (range 33%-75%). Assertion of rights associated with choice of entertainment was also tested, on which she scored an average of 55% correct (range 0-100%). These scores also do not indicate the learning of the rights concept. On the generalization rights topics, she scored an average of 49% correct (range 27-83%), indicating that she was not generalizing any learning from the trained to the untrained topics.

Participant 1 then began training on the right to choose what to wear, during which she was tested on videotaped restrictions and non-restrictions of untrained rights topics, on which she scored an average of 45% correct (range 33-55%). During these sessions she was also tested her on entertainment rights, on which she scored an average of 33% correct (range 0-50%). These scores do not indicate that she was learning the rights concepts in such a way as to generalize them to other areas of daily living.

The last step was training on the right to choose what one watches or listens to, and on this topic she scored an average of 50% correct (range 25-75%). On the generalization topics she scored an average of 53% correct (range 50-58%). In testing for the previously learned material, it was found that on the food rights she scored an average of 42% correct (range 25-50%), and on clothing rights an average of 58% correct (range 33-75%). Comparisons of the baseline scores to the training scores demonstrates that this participant did not learn the concept of human rights, either on the topics trained explicitly or on the generalization topics, as assessed by the questions following this videotape training.

*Participant 2.* In baseline, participant 2 obtained 20% correct on the generalization topics, 25% correct on food rights, 50% correct on clothing rights, and 75% correct on entertainment rights. He then started learning about his right to choose what he eats, and obtained an average of 75% correct (range 50-100%) over three sessions before training on food rights was stopped due to health and safety concerns related to his food choices. During the food rights sessions that were conducted he obtained an average of 38% correct (range 25-50%) on the generalization topics, 50% correct (range 50-50%) on clothing rights, and 63% correct (range 50-75%) on entertainment rights. With so few data points it is difficult to tell if any learning occurred, but he did obtain 100% correct on the second and last session of this training. However, it was previously noted that a session at 100% correct can be followed by a session of 50% correct for some participants.

Because the food rights training was discontinued, participant 2 returned to baseline before starting training on the next rights topic. While back in baseline, he obtained an average of 53% correct (range 50%-58%) on the generalization topics, an average of 63% correct (range 50%-75%) on food rights, an average of 69% correct (range 50%-100%) on clothing rights, and an average of 56% correct (range 25%-75%) on entertainment rights.

He then began training on the right to choose one's clothing, and on this topic he obtained an average of 75% correct (range 75%-75%). On the generalization topics during the clothing training, he scored an average of 52% correct (range 35%-69%). On the entertainment rights he scored an average of 55% correct (range 25%-75%). None of these scores indicate a consistent pattern of learning above the chance level of responding.

The next stage of training focused on the right to entertainment choices such as TV, movies, and music, a topic on which he scored an average of 50% correct (range 50%-50%) on the videotape scenarios. On the generalization topics, the scenarios on untrained rights topics, he scored an average of 46% correct (range 42%-56%). On the

clothing choices tested during the entertainment rights training, he scored an average of 27% correct (range 0%-50%). Clearly, comparisons of the baseline scores to the training scores demonstrate that this participant did not learn the concept of human rights, either on the topics trained explicitly or on the generalization topics, as assessed by the questions following these videotapes.

*Participant 3.* In baseline, participant 3 obtained an average of 41% correct (range 40%-42%) on the generalization topics. During the icebreaker session on food rights, he scored 50% correct on the generalization topics, 25% correct on food rights, 100% correct on clothing rights, and 0% correct on entertainment rights. However, as mentioned earlier, the training on food rights was stopped due to health and safety concerns. Similar to participant 2, participant 3 returned to baseline sessions before he started the training on the second rights topic. During these baseline sessions, he obtained an average of 57% correct (range 50%-63%) on the generalization topics. At this point participant 3 dropped out of the study to go on a two month vacation. Examination of baseline scores suggested that this participant did not originally understand the concepts of human rights. A look at the highly diverse range of scores on the one training session suggest that the participant may have had some knowledge of rights on the topic of choosing clothing, but again, one data point cannot verify this.

*Participant 4.* When participant 3 dropped out, another participant was recruited to take his place. Participant 4 started in baseline and moved into the second rights topic, partly because he picked up where participant 3 left off, and partly because starting late, he would not have time to complete all three rights topics. In baseline, participant 4 obtained an average of 48% correct (range 40%-58%) on the generalization topics, an average of 38% correct (range 0%-75%) on clothing rights, and an average of 50% correct (range 50%-50%) on entertainment rights. On food rights he obtained 50% correct. All of this demonstrates that participant 4 had little to no knowledge of human rights prior to our training, as assessed by the videotapes.

Moving into training on the right to choose one's own clothing, he scored an average of 58% correct (range 50%-66%) on clothing topics, an average of 48% correct (range 43%-50%) on generalization topics, and an average of 56% correct (range 50%-75%) on entertainment topics. Moving into training on entertainment rights, he scored an average of 50% correct (range 50%-50%) on this rights topic, an average of 34% correct (range 33%-34%) on clothing rights, and an average of 48% correct (range 44%-50%) on the generalization topics. These results show no demonstrable changes in this participant's performance on videotape scenarios from baseline to training on either the topics explicitly trained or on the generalization topics.

#### *Results from the Roleplay Scenarios*

*Summary of results.* Two types of data were recorded during role play scenarios: the participants' yes/no answers to the questions about the role plays, and the participants' abilities to act out the role play correctly. The first type of data was gathered from participants' yes/no answers to the two or three questions about the role play. None of the four participants demonstrated consistent and significant increases in performance on role play questions on any of the three rights topics. Several sporadic sessions occurred in which percent correct was above chance, as detailed below; however, there were no consistently maintained increases in accuracy for any of the four participants.

The second type of data gathered from role plays was the ability of the participants to act out the role play after it was correctly modelled by the actors. This type of data was coded separately because the chance rate of responding for this behaviour was not 50% correct, as with the yes and no answers associated with the questions asked about the role play. For these questions, any scores above 0% correct indicated some ability, even if just to copy a model. Only one of three participants was able to perform this assertion correctly most of the time. See all of the results from the role play scenarios in Figure 3. This graph shows the answers to the rights questions as well as the ability to model the correct rights assertion skills.

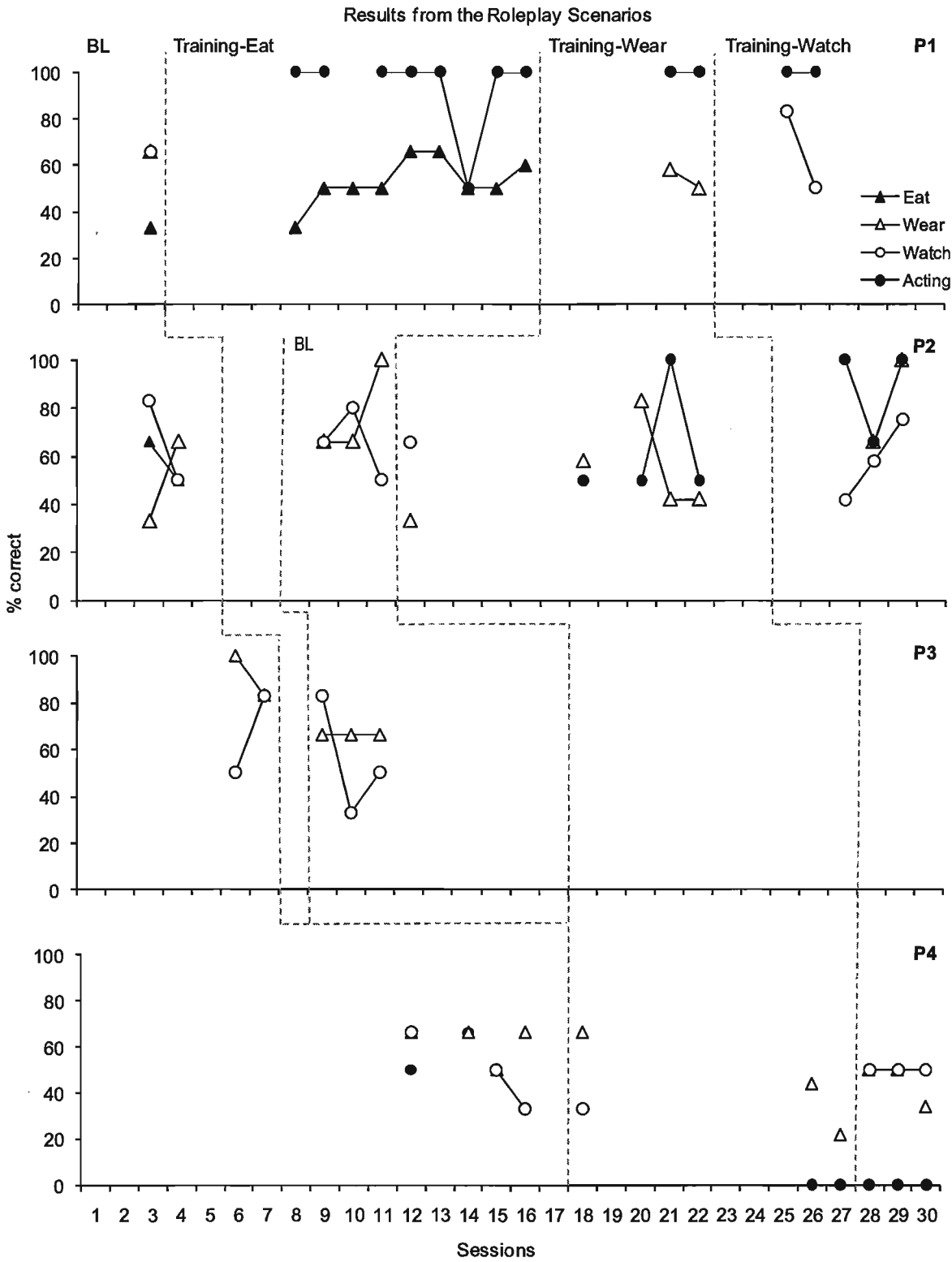


Figure 3. Percentage correct across all sessions for each of the four participants on the answers given to questions asked following role play scenarios.

*Participant 1.* In baseline, participant 1 scored 33% on the role plays on food rights, 66% on clothing rights, and 66% correct on entertainment rights. Moving into training on food rights, she scored an average of 53% correct (range 34%-67%) on the yes/no questions and an average of 93% correct (range 50%-100%) on acting out the previously modelled role plays. Moving into clothing rights she scored an average of 54% correct (range 50%-58%) on the questions and an average of 100% correct (range 100%-100%) on the acting. Moving into entertainment rights she scored an average of 67% correct (range 50%-83%) on the questions and an average of 100% correct (range 100%-100%) on the acting. These scores do not demonstrate a consistent and significant increase in this participant's ability to recognize and respond to food rights violations acted out in front of her. However, she was able to correctly act out role plays immediately after watching a researcher model the correct response.

*Participant 2.* In baseline, participant 2 scored an average of 58% correct (range 50%-66%) on food rights, an average of 50% correct (range 34%-67%) on clothing rights, and an average of 67% correct (range 50%-83%) on entertainment rights. This participant began training on the right to choose what one eats, but then moved back to baseline after food rights were removed from his program due to staff concerns. In the second round of baseline, he scored an average of 77% correct (range 66%-100%) on clothing rights, and an average of 65% correct (range 66%-80%) on entertainment rights. These baseline scores were not sufficiently above chance to indicate prior ability to recognize and respond to rights restrictions. When he moved into training on clothing rights, he scored an average of 52% correct (range 34%-83%) on clothing rights, an average of 66% correct (range 66%-66%) on entertainment rights, and an average of 63% correct (range 50%-100%) on the ability to act out the modelled role plays. Moving into training on entertainment rights, he scored an average of 58% correct (range 42%-75%) on this topic, and an average of 84% correct (range 67%-100%) on clothing rights previously trained, as well as an average of 67% correct (range 67%-67%) on the acting role plays. These results do not demonstrate stable learning on entertainment rights, but



do indicate that this participant may have learned a little about recognizing when a staff or housemate restricts someone's rights to choose his own clothes. While the graph (see Figure 3) shows the performance on clothing rights increasing, only three of the ten data points are not overlapping with the baseline scores. These three are spread evenly over training and are not gradually increasing toward the end, which is not indicative of consistent and significant learning above the baseline rate. In addition, this participant did not demonstrate the ability to copy the researcher's models after answering questions about a role play scenario.

*Participant 3.* In baseline, participant 3 scored an average of 58% correct (range 50%-66%) on food rights, after which food rights were abolished, an average of 76% correct (range 66%-100%) on clothing rights, and an average of 60% correct (range 33%-83%) on entertainment rights. During baseline this participant dropped out. While it was not possible to measure baseline to training performance changes, it was observable that this participant's scores were highly variable, and, as such, not indicative of stable mastery of human rights concepts. Participant 3 was not tested on the ability to act out role plays since this did not start until training and he did not experience any training except one Icebreaker session which did not include role play scenarios.

*Participant 4.* In role play baseline, participant 4 scored an average of 50% correct (range 33%-67%) on food rights, an average of 63% correct (range 50%-67%) on clothing rights, and an average of 46% correct (range 34%-67%) on entertainment rights. These scores indicate that, prior to training, this participant was not able to recognize or respond to rights restrictions or non-restrictions. Moving into training on the right to choose one's clothing, he scored an average of 33% correct (range 22%-44%) on this topic. Moving into training on entertainment rights he scored an average of 50% correct (range 50%-50%) on this topic, and an average of 45% correct (range 34%-50%) on previously trained clothing rights. Participant 4 scored an average of 0% correct (range 0%-0%) on the ability to act out role plays immediately after watching a model do so.

These scores do not demonstrate learning on either topic that was trained, the right to choose one's clothes or one's entertainment.

*Results from the In situ Scenarios*

*Summary of results.* Two of the three participants who received training and testing on in-situation rights restrictions displayed a dramatic increase in ability to assert their human rights under these conditions. Each individual's own communication methods were explored but it was difficult to determine consistent gestures or vocalizations already in each individual's repertoire that staff and others would reliably respond to in rights situations. Therefore, participants were taught an assertive universal stop hand gesture to use when they felt that their rights were being restricted. The stop hand gesture consisted of placing forward the arm and hand at a height between waist and head, with the flat palm facing forward. In addition to the data we collected, staff who were involved in the training sessions with the participants reported that these two participants used the stop hand gesture in daily living rights situations. As mentioned above, the original research design did not include *in situ* testing in the baseline sessions. However, when it became evident that participants were not learning the skills using the videotaped scenarios or the role plays, the design was modified, with Research Ethics Board clearance, to add *in situ* testing to the baseline sessions in time for the fourth participant. Pseudo-baseline data are available for participant 2 as is described below. See all of the results from the *in situ* scenarios in Figure 4.

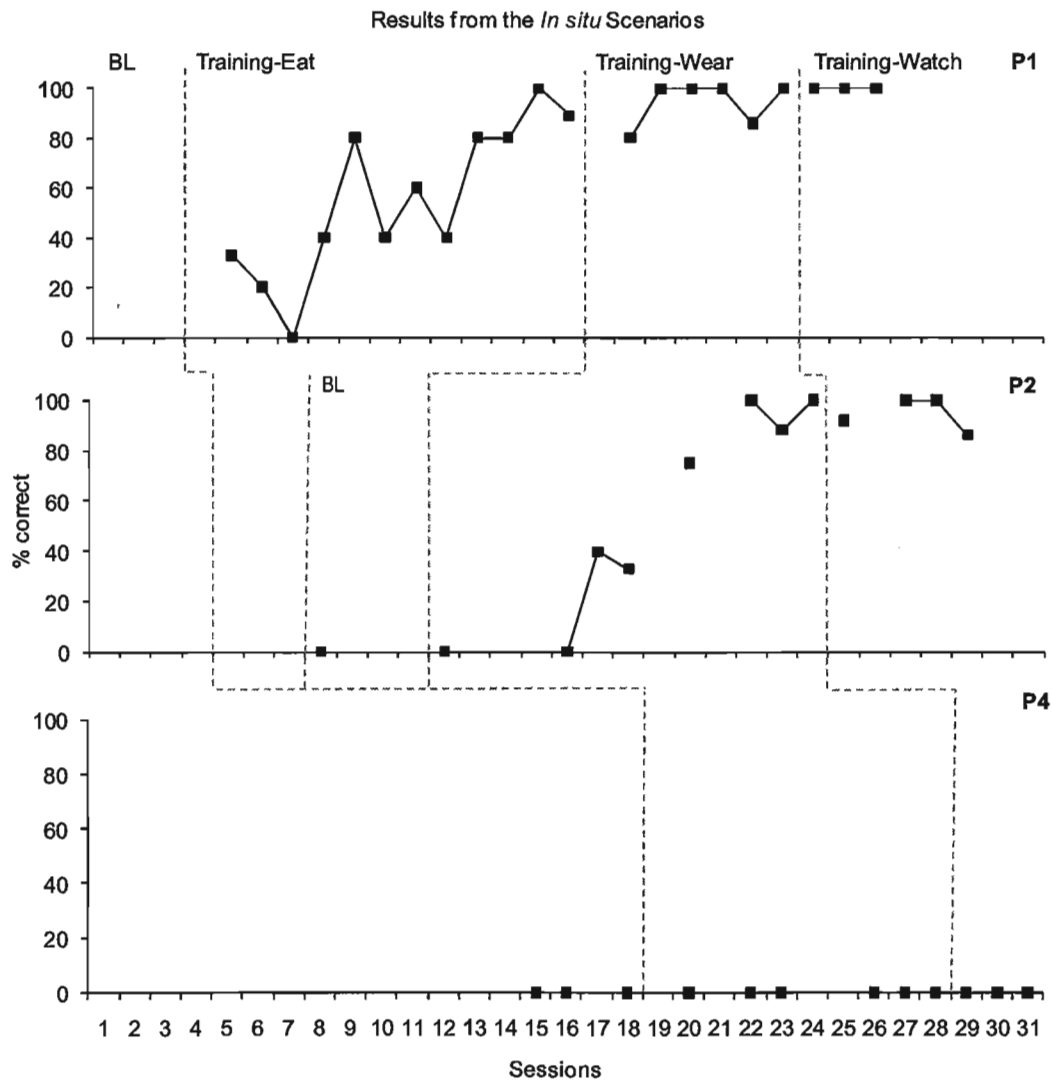


Figure 4. Percentage correct across all sessions for each of the three participants who were assessed via *in situ* scenarios.

*Participant 1.* Participant 1 began *in situ* training on her second training session, after the first Icebreaker session, when the concept training sessions began. During training on the first rights topic to choose what to eat she scored an average of 55% correct (range 0%-100%). Moving into clothing rights training, she scored an average of 93% correct (range 80%-100%). Finally, moving into entertainment rights training, she scored an average of 100% correct (range 100%-100%). Reviewing these data on graphically (see Figure 4, top panel) a clear trend is evident representing her increasing ability to respond accurately to the brief rights restrictions imposed during training. Her

data clearly demonstrate that she learned how to recognize when her rights were being violated and how to respond correctly. Although there are no baseline data for comparison with the training data to, the data show a gradual upwards trend of the percent correct culminating in a series of sessions of 100% correct, suggesting that the increase in ability is related to the 3Rs training.

*Participant 2.* Participant 2 moved from baseline to food rights, which were quickly abandoned due to staff concerns. Moving back to baseline, he scored 0% correct on the *in situ* scenarios presented. Moving into training on clothing rights he scored an average of 48% correct (range 0%-100%). Finally, moving into entertainment rights training, he scored an average of 96% correct (range 86%-100%). Reviewing these data graphically (see Figure 4, middle panel) there is a definite trend representing this participant's increasing ability to respond accurately to the brief rights restrictions imposed during training. His data demonstrate that he learned how to recognize when his rights were being violated and how to respond correctly. Although he does not have true baseline data preceding all training, he does have one baseline data point as the first *in situ* data point, from when he moved back to baseline when food rights training was ended abruptly. He scored 0% correct on this trial. Comparison of the training data to this single baseline data point and the data from probes on untrained items suggests that this participant's increase in rights assertion ability is related to the 3Rs training.

*Participant 3.* Participant 3 left the study prior to beginning training that included *in situ* scenarios. He had one session of training on food rights, which was an icebreaker session, but *in situ* training did not begin until later in the training program, as described in the methodology.

*Participant 4.* Participant 4 was tested on *in situ* scenarios in baseline, and obtained an average of 0% correct (range 0%-0%) on these sessions, indicating that he was not able to recognize and respond appropriately to these rights restrictions prior to the training. He then began training on clothing rights, and again obtained an average of 0% correct (range 0%-0%) on the *in situ* scenarios in these sessions. He then moved into

training on the right to choose what one watches and listens to, and he scored an average of 0% correct (range 0%-0%). He appeared to begin to recognize when his rights were being violated by appearing angry or disappointed, but he was not able to assert himself using any consistent method we attempted to teach. He used the occasional head shaking or finger shaking behaviours, but these were not consistent and could not be maintained or trained to consistency via training. Training using booster sessions was attempted. This involved repeated presentation of *in situ* scenarios, sometimes using the same restriction twice in a row, but he was not able to assert himself. Thorough debriefing was included and the results were discussed with his support coordinators.

Overall results from each participant for each of videotaped scenarios, role play scenarios, and *in situ* scenarios can be reviewed graphically in Figure 5.

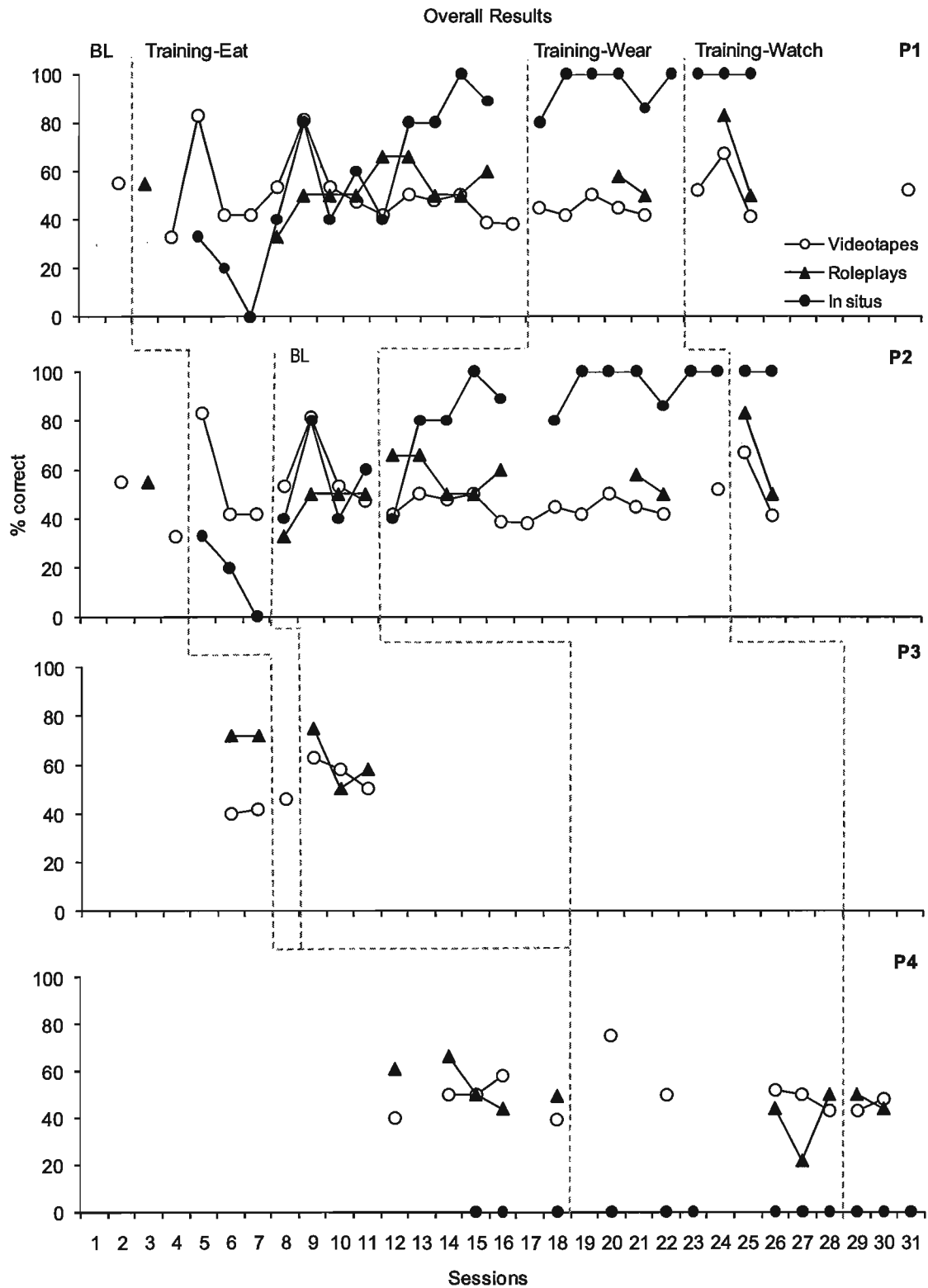


Figure 5. Overall results averaged across rights topics from each participant for each of videotaped scenarios, role play scenarios, and *in situ* scenarios.

## Discussion

### *Summary of the Purpose and Results*

In this study four participants with intellectual disabilities who used limited communication participated in an educational program to teach them how to recognize and respond to human rights restrictions. Participants' performance when answering rights questions about video clips portraying restrictions and non restrictions did not increase from baseline to training phases for any of the four participants; this answers the first research question. To answer the second research question, participants' performance when answering rights questions after watching the researchers engage in role plays did not increase from baseline to training for any of the four participants. On both of these types of questions participants showed several periods of potential increase, but never were these maintained or sufficiently significant to suggest permanent learning. However, 2 of 3 participants successfully learned and maintained the ability to assert themselves when faced with a brief rights restriction; this answer to the third research question will be further discussed. The fourth research question focused on whether participants trained on three specific rights topics would generalize their rights knowledge to other untrained rights topics; this generalization did not occur for any of the four participants, as assessed by the videotapes. However, participants 1 and 2 did demonstrate increases in their ability to assert themselves when faced with *in situ* rights restrictions, supporting the findings described earlier that persons with mild to moderate ID maintained abuse prevention skills best when taught via *in situ* training (Miltenberger et al., 1999; Egemo-Helm et al., 2007).

### *Interpreting the Results from the Videotapes and Role Play Scenarios*

Reviewing the data from the videotaped scenarios forces one to ask why none of the four participants displayed a consistent performance increase from baseline to training. Participants consistently obtained around 50% correct, which, when using a yes/no answer system, is equal to chance responding. In several instances participants scored above 75% on one category of videotape questions within one session, but would

then return to chance responding on the same category the next session. One of the main reasons hypothesized is that the participants lack many of the prerequisite skills needed to correctly answer these questions. Participants had to watch the video, listen to the actors, remember which one was the staff/housemate and which one was the person supported, integrate what they were each saying with what they were each doing, remember what happened, make eye contact with the researcher, listen to the question, process what the content of the question, evaluate the actions taken in the video, and develop the correct answer. In addition, the videotapes required an understanding of theory of mind, as well as the ability to process rather quick conversation, which sometimes included non-literal language, and restrictions which were sometimes completely verbal without any physical cues, such as “Stacey you cannot grow your hair. I just scheduled a hair appointment for you.” Given the poor receptive communication skills for all four participants as assessed by the PPVT-4, they may have had difficulty processing not only what they heard in the video, but also the questions delivered by the researcher. The researchers tried to use short sentences that were as clear and simple as possible. Questions were enunciated clearly and researchers were careful to make eye contact when questions were posed; however, this may not have overcome the receptive communication barrier. Further support that may have improved participant performance in answering the questions could have included the teaching of prerequisite skills prior to training. Participants could be taught how to attend to the behaviours of the persons in the videos and how to take the perspective of the person in the video, in order to better evaluate the restriction or non-restriction. Researchers could also ensure that the participant has reached the developmental milestone of theory of mind, such that they can take the perspective of the characters depicted in the videos. Slower speech and actions in the videos would also help, as well as more physical cues in the videos as opposed to merely verbal restrictions. However, the ultimate goal of this human rights training is not that participants display knowledge in session, but that they successfully understand and implement their rights in



daily living, where people may talk quickly and may introduce restrictions that do not contain physical cues.

Another factor that may have contributed to the poor performance could be that the participants may not be highly motivated to respond correctly, as the only programmed reinforcer obtained for answering correctly was verbal praise from the researcher. Incorrect answers on training questions were followed by “that’s wrong/incorrect” and modeling of the correct answer. Previously cited studies have successfully used more tangible reinforcers, such as tokens to be traded in for items typically given without merit (Murphy, 1976), fast food coupons on a fixed ratio schedule (Miltenberger et al., 1999), McDonald’s gift certificates on a schedule for correct responses (Lumley et al., 1998). It would be interesting to observe the training effect if higher value rewards for answering correctly were used. This was not undertaken in the present study because of a values concern about the use of tokens or edible rewards expressed by the community agency research partner.

It is also possible that performance may have been affected by the relevance of the rights topics for each participant. For example, if the participant has never used or been given the opportunity to use a computer, s/he might be less likely to understand that being refused the use of the computer is a rights restriction. Even when training for generalization is included, it is only reasonable to assume that s/he would generalize between items for which s/he has an interest. If s/he finds it equally reinforcing to go to the fast food restaurant which s/he chooses or which the staff chooses, then, as a result of low salience, it cannot be assumed that rights concepts would necessarily generalize to this topic. Choice and control literature illuminate this discussion, as it has been shown that having choice is reinforcing in itself, no matter what the choice (Bannerman et al., 1990). Essentially, the motivating operations could strongly affect the participant’s performance in this way. A factor that may have an impact is the added challenge that participants may have had a reinforcement history for agreeing with the staff preference when given options. In addition, persons with ID may also have a reinforcement history

of answering “yes” because the staff are usually able to anticipate their needs, and therefore the answer to most questions would be “yes”. As reviewed above, saying “no” or refusing, may be seen as noncompliance and treated as a problem behaviour to be redirected in various ways, an effect that may be exacerbated when the person in question has limited expressive communication (Finlay et al., 2008a). As discussed previously, the board game was removed because it introduced some potentially confounding variables. However, if participants had been given training in how to play a board game before the sessions began, and if the game items and reinforcers had been individualized to ensure salience, it could be a useful teaching tool.

Several of these factors may have impacted participants’ performance on the questions asked following the role play scenarios as well. As reported, none of the four participants demonstrated consistent rights knowledge or assertion on role play questions, neither in baseline nor in training. In addition, only one of three participants demonstrated the ability to assert him/herself in the role plays immediately after watching the researchers model the correct behaviour. One might have hypothesized that several of the above-mentioned prerequisite skills or barriers would have been removed in the role plays, such as moving from a two-dimensional scene to real life. However a role play was essentially a videotaped scenario acted out in real life, and role plays may also not have been relevant to the person’s interests, as discussed above.

In addition to the above issues, it was also found that all participants did not consistently maintain the ability to reliably answer “yes” and “no” to basic questions. As mentioned, participants 1 and 2 used two methods of communicating, head nodding and shaking, as well as pointing to hands representing yes and no, and they switched back and forth between methods based on daily use and comfort level. While this was in itself not an issue, since one goal of this training program to use their pre-training, natural, established communication methods, it did raise other issues. For example, sometimes participants would use both methods to answer one question, and the two methods would not agree, such as nodding, indicating “yes”, while pointing at the “no” hand. When this

happened, the researchers would check that the participant understood which hand represented “yes”. They would also check whether the participant could answer simpler questions, such as, “Is your name George (not the person’s name)?” and found that in these cases of unreliable answering, the participant would answer this incorrectly about half the time, at 50% correct, which was chance responding. While the reliability of the participants’ answers was sometimes questioned, in the absence of any other method of communication the researchers had to proceed on the assumption that the participant understood which answer s/he was choosing, and that, even if this was not the case, the maintaining variables of these responses would change if the training improved his/her knowledge of the rights concepts.

In terms of responding, it was also found that all participants answered yes more frequently than they answered no. Given the nature of the training and the participants’ communication limitations there were few response options available other than questions that could be answered with a “yes” or “no” response and those that prompted an acted or behavioural response. Yes/no answering may not be preferable if other methods of communicating are available, especially because it limits the variability in responding. Verbally descriptive answers produce a higher variance of responses when compared to yes/no answers, which could allow more accurate assessment of the participant’s actual knowledge. Also, as mentioned above, participants in this study may have been reinforced for answering “yes” to the many questions asked of them.

From time to time participants would get into the practice of looking at the researcher or the support worker prior to answering. The researchers had to keep in mind that even the slightest prompts may cue the participants to the answers. This was exacerbated by the fact that as caregivers in social services the researchers and staff persons have long been reinforced for prompting and priming with eye cues, facial muscle cues, mouth expressions, and even slight head positions, not to mention the more serious voice pitch, and the degree of separation of the vocal folds. When participants seemed very unsure of an answer, as indicated by a very slight response, or did not make

a distinct or clear response, the question was verbally repeated. However, the decision to repeat a question was made in the moment and there was subjectivity around when to repeat the question. In addition, participants have likely been reinforced for giving the opposite answer if the question is repeated, assuming that the first response was incorrect, as this is a logical conclusion to draw in real life teaching in social services. When teaching a skill, if the answer is correct, it is reinforced with praise, but if the answer is wrong often the question is repeated or the learner is prompted to try again. This is real life teaching, and stands opposed to research training, in which the goal may be only to assess baseline knowledge and/or skill. For these reasons the first distinct response given by the participant was recorded, even if s/he vehemently chose the other answer later.

As discussed above, the researcher introduces a degree of variability in the manner that s/he uses to ask questions. In addition, the gestures that the researchers use during training can introduce uncontrolled variance in the procedure. Sometimes while asking questions about videotapes, the researcher would point to the person on the screen, which was always left up on the screen after the video had been shown, and say, “Did the staff stop her rights?” In addition, it was written into the curriculum that when asking questions after a role play, the researcher would use gestures, such as, “Did she (point at other researcher) just stop my (point at himself) rights?” One might hypothesize that the pointing increases the likelihood of answering correctly, as it provides a visual prompt of what the participant should think about while answering. However, the exact use of the pointing was not documented, and subjectivity would have been introduced when the researchers chose their actions depending on where they were sitting and if it made sense in the moment. In reviewing the tapes of the sessions, it appeared that the researcher sitting closer to the participant pointed more often, while the researcher sitting further away would lean toward the participant and enunciate more precisely when attempting to ensure that questions were being asked clearly.

Rather than assuming that the participants learned nothing about human rights from the videotapes and role play scenarios, it is possible that the participants may have

learned from them but that the question formats were simply not accurate assessments of the knowledge they gained. Asking yes/no questions after watching these scenarios may have been an inaccurate method of assessing rights knowledge; perhaps participants faced other obstacles that prevented them from performing well when answering the questions. There may have been difficulties remembering the actions in the video prior to answering, or participants may have found it difficult to process the questions, even though they knew that the actions in the video or role play constituted a rights restriction. To counter the possibility of memory challenges, hypothetically it may be helpful to shorten the scenarios. However, the scenarios were already very short, consisting of only enough pre-restriction information to set the context for the event, and ending immediately after the restriction is made. The questions were posed by the researcher immediately after the videotaped scenario ended, making it difficult to reduce the time between the scenario and the questions any further.

#### *Interpreting the Results from the In Situ Scenarios*

The findings from the use of *in situ* scenarios supports much of the previous research which suggested that *in situ* training is essential to the effectiveness of teaching abuse prevention skills to persons with ID (Miltenberger et al., 2001; Lumley et al., 1998; Miltenberger et al., 1999; Egemo-Helm et al., 2007). As discussed in the literature review, persons with ID appear to learn most effectively when they are trained in situations that are similar to the ones in which they will be using the skills they are learning. The success of the *in situ* training is also supported from a behaviour analytic perspective. When behaviours are taught in specific situations, those situations gain stimulus control over the behaviour in a much more reliable manner than discussing the skill would. The focus of *in situ* training is on reinforcing specific behaviours. In the present study, participants were taught to assert themselves by displaying the stop hand gesture when faced with a rights restriction. Importantly, it was anticipated that participants would display the hand gesture every time that the rights restriction, the discriminative stimulus, was presented. The researchers did not want to see the hand

gesture when there was no rights restriction, and although this was not captured in the data, rarely did the participants use the hand gesture when it was not appropriate. The few occurrences when this was observed was from participants 1 and 2 during role play restriction scenarios, just at the moment when one of the researchers demonstrated a rights restriction in the role play. In these situations the researchers redirected the participant by beginning the questions for the scenario. The raised hand gesture as an indication of rights assertion was chosen for its universality of the meaning “stop”, so that, if used with new staff or with people in the community, its meaning, to stop whatever is going on, may be easily understood. As it turned out, anecdotally, this did indeed begin occurring with participants 1 and 2.

Only two of three participants trained on *in situ* responding displayed increases in the ability to use the stop hand gesture when restricted; participant 4 did not learn to use the stop hand gesture. He always did the gesture with a smile after prompting, proving that he could perform the motor movement with ease. But he did not learn to make the gesture in the presence of a rights restriction. As reported above, he did not make the gesture even when the same restriction was repeated immediately after the first restriction, prompt, gesture, and debriefing. While we must be careful with participant to participant comparisons, participant 4 had the lowest receptive communication as measured by the PPVT-4. His score was below the fifth standard deviation below the mean, giving an age equivalent of 2 years, 3 months. These results suggest that training rights assertion skills may be affected by receptive communication, which would be expected given that learning to perform the hand gesture when faced with a rights restriction requires one to be able to recognize the rights restrictions and categorize it as part of a stimulus class to be followed with one response. Participant 4 also displayed more off task behaviours than the other participants, such as answering questions before they were asked. On occasion he also gave an initial response to questions that consisted of indecipherable noises, and then, when prompted to answer again, he would provide a clear verbal response such as “yup” or “no”. Interestingly, as noted above, participant 4

did sometimes shake his head and appear sad or angry after the restriction. This suggests that an examination of facial expression as a method of communication of rights concerns should be examined in a future study.

Unfortunately, “true” or “prior to training” baseline *in situ* scenario data were available for only 1 of 3 participants, specifically participant 4, who was the only participant not to show performance improvements from baseline to training. Therefore the *in situ* training could be considered only a quasi-multiple baseline design. Recall that there is pseudo-baseline data for participant 2 since his *in situ* scenarios began during his return to baseline, which offers a limited comparator. Additional evidence of the learning demonstrated by participants 1 and 2 is shown in the clear upward trends in percent correct responding in participants 1 and 2. Participant 1 demonstrated some response variability at the beginning of training but half way through training she was consistently scoring 100% correct. Participant 2 began at 0% correct and steadily increased in performance on the rights assertion skills. These two participants learned how to recognize a rights restriction and how they could personally stop it from occurring. Each participant’s staff team learned what the hand gesture meant, including the fact that they had to stop whatever they were doing that prompted the use of the gesture and respond to the person’s expression of the presence of a rights concern.

In addition to supporting previous work in behavioural response training by Miltenberger et al. (1999), these results may support literature on “hands on” training used in special education for children with disabilities in place of typical classroom style teaching. McCarthy (2005) found that students with disabilities who learned the scientific topic of “matter” via a hands-on approach performed better on hands-on assessments and short answer assessments than those trained on the same topic traditionally with textbooks. The students trained through hands-on learning did not outperform the others on multiple choice assessments. This may support previous discussion that although students may be learning skills, specific assessments used may not be accessing that learning. For example, students may have been learning rights assertion skills but the

videotape and role play assessments may not have appropriately measured that knowledge.

This study found that participants 1 and 2 demonstrated increases in the ability to assert themselves when faced with a rights restriction, while demonstrating no measurable increases in the ability to answer questions about restrictions placed on others. This may indicate that the participants lacked a theory of mind, and were not able to take the perspective of others in the videotape or role play scenarios. This study may suggest that persons learn a given behaviour more effectively when placed in the situation where the behaviour is required rather than watching others in those situations. These findings may also indicate that the participants were not meaningfully reinforced for reporting on their evaluations of the restrictions placed on others, but were reinforced for asserting themselves when faced with a rights restriction. It would be interesting to observe the effects of implementing high-value rewards when participants demonstrated accurate rights knowledge when others are restricted; perhaps participants would generalize these skills to asserting themselves, or perhaps they would develop abilities in the area of social justice, such as standing up for others' rights.

#### *Strengths of This Research Study*

The results of this study suggest that participants were able to learn via *in situ* training to assert their human rights when briefly restricted. This finding adds to the literature on teaching skills to persons with ID, and gives suggestions for agencies and care providers who are interested in teaching persons with ID complex concepts and skills that require abstract thought in addition to behavioural responses. The results of this study also show that persons with ID who have limited communication abilities may be able to learn complex behavioural skills. To the knowledge of the researcher, this was the first study to examine rights education for persons with ID who have limited communication, and as such, adds knowledge and educational suggestions to the literature on teaching persons with limited communication.



This study was conducted with four participants two or three times per week over a period of five months, allowing an abundance of time for the participants to learn the concepts. Participants had time to use their skills outside of training between sessions. One might guess that most persons learn more quickly and retain more when they are taught skills in many shorter sessions as opposed to a few longer sessions. Also, this format made it unlikely that participants' poor performance on videotapes and role play scenarios was due to a need for additional time in training (Seabrook, Brown, & Solity, 2005).

Because most sessions were videotaped, the researchers were able to return to the data at its source to examine potential confounding variables. This also gave the researchers feedback on their own performance in training sessions. In addition, it allowed the calculation of inter-observer agreement.

This study also highlighted the need for staff education on human rights. The agency in this study had already trained most of their staff persons on supporting the rights of persons with ID. However, staff persons need to learn how to support each person's rights individually. In this study, participants were learning specific methods of asserting their rights, and the staff were observing and learning along with them. A blanket rights education is likely not sufficient to ensure rights implementation for each person supported in residential settings. Outside of such in-depth sessions as occurred in this study, staff persons need to be able to assist the people they support to develop individual methods of asserting themselves. People who communicate fluently may have an easier time with this, so staff persons need to be prepared to support persons with ID who may not have strong expressive communication. Recall participant 4, who did not learn how to assert himself when faced with a rights restriction; this is likely to be the case for many people supported by community agencies who have not been educated on their rights. In these cases especially caregivers definitely must be trained on how to support individual persons with ID in asserting their rights on a daily basis.

### *Limitations of This Research Study*

This study also had its limitations. Training on the right to choose one's food was removed for participants 2, 3, and, by default, participant 4, which may have affected the quality of the multiple baseline design across skills, but the multiple baseline across participants was preserved.

Also, *in situ* scenarios may contain higher value reinforcement than the videotape and role play scenarios because if the participant asserted him/herself during an *in situ* restriction, the restriction was immediately removed, and praise was given. This is contrasted with the videotape and role play scenarios in which the participant was given only verbal praise.

As discussed above, assessment of participants' actual knowledge was difficult. Participants did not improve in their ability to answer questions about rights restrictions, but two of three did improve in their ability to assert themselves when faced with a personal *in situ* restriction. This may suggest that the questions asked did not accurately assess participant knowledge. Alternatively, it may suggest that participants learned a behavioural response but did not learn how to answer questions about the concept behind the skill.

### *Recommendations for Future Research*

This study could be replicated using only *in situ* rights training outside of a classroom setting. It is likely that participants may be able to learn the behavioural response skills without any discussion of human rights in a classroom training session. It would also be interesting to recruit additional participants and to assess whether there are specific characteristics, such as receptive communication, that predict ability to learn about human rights. The findings of the present study suggest that very limited receptive communication skills likely inhibit the acquisition of these skills. The results from the videotape and role play scenarios, in particular, suggest that persons with low receptive communication may lack a theory of mind and therefore likely have difficulty empathizing with someone in a video or role play scenario who is experiencing a rights

restriction. This could suggest that the participant may not realize that the person in the videotape or role play is not happy with the actions of his/her staff or housemate who is not allowing him/her to make a decision. If the participant does not understand this, it is highly unlikely that s/he would understand that the person in the videotape or role play is experiencing a rights restriction, and it is even more unlikely that the participant would learn that the person being restricted could assert him/herself. However, a theory of mind may not be required for success with the *in situ* scenarios, as the participant does not have to empathize with anyone else, but must only realize that s/he is being restricted, and can do something about it. This may be why participants 1 and 2 succeeded in the *in situ* scenarios but not on the videotape or role play scenarios.

Since participant 4 was unable to master videotape, role play, or *in situ* scenarios, this reasoning suggests that this participant must have lacked more than a theory of mind. Participant 4 also had the lowest receptive language score. Notice that learning how to assert one's rights first requires one to recognize rights restrictions. This requires the participant to recognize when s/he is not happy about something that another person is doing, but that this only applies to another person's actions that have to do with you. For example, a participant might not be happy that his staff is wearing a blue jacket, but this is not a rights restriction since it is not related to the participant himself. It is another thing altogether, namely a restriction, if the participant wanted to wear a blue jacket but the staff told him he has to wear his red one. The researchers in this study taught this during the concept sessions by discussing that having rights means that we all get to choose what we do and what happens to us, and that a restriction is when someone else tries to decide what we do and decide what happens to us.

As alluded to earlier, participants who require more assistance with daily living skills may be less likely to learn how to assert rights, as they may have a higher motivating operation to agree with the staff members who assist them many times throughout each day. It could also be hypothesized that participants who grew up in large-group living or institutional situations where they rarely made choices for themselves might be less likely

to learn how to assert their rights than participants who grew up in smaller-group living or family situations, who might have been more likely to have had the opportunity to make choices about what to wear and what to watch on TV. This could be because participants who have often made choices will already know what it is like to make choices and may be less compliant when staff members make decisions, while participants who have rarely made choices are working against a long reinforcement history. The life histories of the participants in the present study were not considered; however, this may be a useful variable to consider in conducting future studies of this nature.

Further research should also be done on the topic of training persons with limited communication various other skills, not only concrete skills producing permanent products, but also conceptual skills. Persons with ID need not have complex expressive language in order to learn skills that would be useful to them in many aspects of life. These should include both vocational and recreational skills.

Further research could also investigate the anecdotal data that, while participant 4 did not learn to assert himself, he may have learned how to recognize a rights restriction, as researchers sometimes observed that he appeared angry or upset when restricted. It may be interesting to investigate how the use of facial distress could be shaped to a more obvious rights assertion skill. Alternately, staff could be trained in how to support rights by recognizing subtle cues such as facial distress as indicators of rights assertion. Further study on the acquisition of rights assertion skills could compare persons with limited expressive communication abilities, defined in this study as less than one or two-word phrases by any communication modality, with persons who are fluent in a communication modality other than spoken language, such as sign language.

Developmental services are working towards supporting a rights agenda, and integrating full community inclusion for persons with ID. This has, however, not removed the struggle of caregivers to balance the support of people's rights with the duty to keep people safe (Bannerman et al., 1990). Participants 2 and 3 had separate teams of

support workers, each of whom expressed similar concerns about training on food rights within the same week. They feared that if these adult men were taught that they could make their own food choices they would not make healthy choices. Staff persons in developmental service agencies may still feel liable for the poor decisions that might be made by people whom they support. It appears that what caregivers need is release from liability if anything dire should happen as a result of the person's choice making. Funded caregivers have the duty of care to ensure that clients do not suffer harm or loss physically, financially, psychologically, or sexually, due to any action or inaction. But the dignity of risk (Perske, 1972) is the right of individuals to try new experiences when it is not known whether they will succeed. Given the developmental services transformation, here in Ontario and across the world, it would be helpful for future research to examine what support persons with ID and their staff persons, family members, and wider communities need to succeed in balancing the benefits and risks involved in any activity. What do agencies need to know and do in order to walk with persons with ID through making choices and taking risks? How can developmental services best shift from a model where agencies are responsible for the acts of their consumers to a model where the people with ID whom they support are responsible for their own actions? Changes to developmental service models have already begun; now is the time to step up and support those changes with evidence-based practice.

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## Appendix A

### Recruitment of Participants – Verbal Script

#### Study Title:

Teaching human rights knowledge and assertion skills to individuals with intellectual disabilities who use limited communication.

#### Purpose:

For support workers to read or use as a guideline when inviting potential participants to the study.

#### Script:

How are you doing today?

Community Living Welland Pelham has been helping people learn about their rights.

Brock University is a school in this area which has been helping with this as well. Many people who work for CLWP and many people who receive supports from CLWP (like you) have learned what it means to have human rights. When you know about your rights you might be able to tell people when they are stopping you from doing what you want. When you know about your rights you might be able to make choices in your life.

The trainers want to do this by visiting you to teach you about rights. If you want to be part of this project we will visit you about two times per week for about three months.

During the visits we will play games, watch videos, and more! You will have a support worker with you the whole time and you can ask us to stop at any time.

Are you interested in being a part of the study?

Do you have any questions?

## Appendix B

**Assent/Consent Form for Participants**

**Title of Study:** Teaching human rights knowledge and assertion skills to individuals with intellectual disabilities who use limited communication.

**Researchers:** Michelle Wiersma  
MA student, Brock University  
Dr. Frances Owen  
Professor, Brock University

**Purpose:** To obtain the consent of the participant. The form should be read to the participant in the presence of a substitute decision maker or staff member known to the participant.

**Name of Participant:** (Please print) \_\_\_\_\_

We want to find out how people learn about their human rights. In these training sessions we will be teaching you about your human rights. Having rights means that you can make your own choices and decisions.

**Q1:** In class are we going to teach you about making your own choices?

\_\_\_\_\_

Every week the person doing the research will come to your house for about an hour and spend time with you and your support worker playing a game about rights. The person doing the research will come for a training session about two times every week for at least 13 weeks, which is about three months.

**Q2:** Will the person doing the research come to your house to play a game with you?

\_\_\_\_\_

**Q3:** Will the person doing the research stay for the whole day?

\_\_\_\_\_

It is your choice if you want to do this training or not. You can choose not to do the training. If you choose to do the training you can ask the researcher to leave if you want. You do not have to answer any questions that you do not want to and you can stop being a part of the training at any time without anything bad happening to you. Nobody will be upset with you if you do not answer a question or if you choose to stop the training.

**Q4:** If we ask you questions that you don't want to answer can you ask us to leave?

\_\_\_\_\_

**Q5:** Will anything bad happen to you if you decide not to be a part of this training?

\_\_\_\_\_

In the training sessions you will watch videos and the research people will ask you questions about them. You will also be doing some play acting with the trainers. This is how you will learn about rights.

**Q6:** Will you be watching videos and doing some acting with the trainers?

---

The trainers may take something that belongs to you or tell you to do something you do not want to do or tell you not to do something that you do want to do. Whenever this happens they will give you back anything they take away and talk to you about how you can stop them. This is how you will learn about your rights.

**Q7:** If one of the trainers takes something away from you, will they give it back to you?

---

You will be video or audio taped whenever you participate in the training.

**Q8:** Are you going to be videotaped during the training?

---

People from the training team may ask staff about what you like to wear, what you like to eat, what you like to watch on TV, and what movies and music that you like and dislike. This information will help the trainers to plan the training sessions for you.

**Q9:** Is it okay if (do you want) people from the training team ask these questions?

---

You will not be paid money for this training. You do not have to pay money to be trained.

**Q10:** Will you be paid money to do the training?

---

Only people from the training team (Dr. Frances Owen, Michelle Wiersma, and the research assistants) will see your information or know how you did in the training. The Executive Director will be able to see your information if you say it is okay.

**Q11:** Will people from the training team share your information with anybody who asks for it?

---

General information from this training will be shared with other people. When people from the training team share this information they will never use your real name.

**Q12:** Will your real name ever be said or written when people from the training team share your information?

---

During the training, if you tell someone from the training team that you or someone else has been abused or if you say that you have abused someone else, or if you say you are going to hurt yourself or someone else, then we will have to tell the Executive Director of Community Living Welland Pelham to make sure that everyone gets help. Your personal information will have to be given to the courts if the law requires it.

**Q13:** If you talk to us about abuse, will we tell your Executive Director?

At the beginning of the training we will ask you some questions from two sets of assessments (*Vineland Adaptive Behaviour Scales* and the *Peabody Picture Vocabulary Test*). These will help us to get to know you better.

The trainers will meet with you to tell you about the results of the study unless you say that you do not want to hear about it. If you have any questions or concerns about your participation in the study at any time, you may contact Michelle Wiersma at 905-531-9607 or Frances Owen at 905-688-5550 at extension 4807. You may also contact the Brock University Research Ethics Officer in the Office of Research Services at 905-688-5550 ext. 3035, or by email at [reb@brocku.ca](mailto:reb@brocku.ca). You may ask your support workers to help you connect with us and you can ask questions during the training whenever you want to. This study has been reviewed and approved by the Brock Research Ethics Board. File # 09-077-OWEN.

<b>I agree:</b>	<b>YES</b>	<b>NO</b>
Necessary to be a participant:		
• to be a part of a research training program that will teach me about my rights.	<input type="checkbox"/>	<input type="checkbox"/>
• to be videotaped and/or audiotaped during the training.	<input type="checkbox"/>	<input type="checkbox"/>
• that the trainers can ask me questions about my rights.	<input type="checkbox"/>	<input type="checkbox"/>
• that my support workers can participate in training with me.	<input type="checkbox"/>	<input type="checkbox"/>
Not necessary to be a participant:		
* that the researchers can show the training videotapes to other people who are interested in this training.	<input type="checkbox"/>	<input type="checkbox"/>
* that the information from the training research can be used in different ways in other research projects to help improve people's rights.	<input type="checkbox"/>	<input type="checkbox"/>
* to be contacted about participating in other studies like this one.	<input type="checkbox"/>	<input type="checkbox"/>

**Participant Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Witness Statement:** I have witnessed the presentation of information and the request for consent for participation in this study and I believe that \_\_\_\_\_ fully understands the nature of his/her involvement in this study and was not coerced in any manner. By signing as a witness, I also take an oath of secrecy not to divulge any confidential information regarding the participant.

**Witness Signature:** \_\_\_\_\_

**Witness Name:** (please print) \_\_\_\_\_

**Relationship to Participant:** \_\_\_\_\_

**Date:** \_\_\_\_\_



### Consent Form for Substitute Decision Makers of Participants

**Title of Study:** Teaching human rights knowledge and assertion skills to individuals with intellectual disabilities who use limited communication.

**Researchers:** Michelle Wiersma  
MA student, Brock University  
Dr. Frances Owen  
Professor, Brock University

**Name of Participant:** (Please print) \_\_\_\_\_

The researchers want to find out how people with intellectual disabilities who use limited communication learn about their human rights. To do so they will be using a game to train participants on their human rights knowledge and their rights assertion skills. Training will take place in about two one-hour sessions each week, in the participant's home or in the Association office, whichever is more convenient for the participant. The training sessions will involve answering questions about what the participant likes and dislikes, what it means to have rights, what it means when someone restricts or stops your rights, and what you can do to assert yourself when this happens.

To teach rights knowledge, participants will watch and be asked questions about videotapes of persons with intellectual disabilities who experience rights restrictions and non-restrictions by their staff and/or housemates. To teach assertion skills the researchers will temporarily restrict one of the participant's rights for a minute or two to identify how the participant is learning the skills. For example, the researchers might take away the participant's drink and observe the response. These temporary and brief restrictions will never involve any physical contact. Topics identified as sensitive to the participant will not be restricted. All training sessions will be video or audio taped for data collection after the session. At least one of the participant's support workers will be present during the training sessions.

Participation in this study is voluntary and participants can withdraw at any time without penalty. The participant will not be paid money for this training neither do they have to pay to be trained. Prior to the study the researchers will administer the *Vineland Adaptive Behaviour Scales* and the *Peabody Picture Vocabulary Test* to assist us in learning about his/her communication abilities. The results will not be used to include or exclude the participant but only to allow us to better describe the participant population for any future users of the rights training curriculum.

All information collected about the participant will be kept confidential. Only the researchers listed above and their research assistants who also sign confidentiality forms will see the data. The participant's Executive Director of the ACL will only be able to access the data when the participant agrees to this access. The name of the participant and his/her substitute decision makers who sign on his/her behalf will not be associated with data whenever the results of this study are shared with others via published articles and books, as well as through professional and public presentations.

However, if the participant tells the researcher that s/he or any other person has been or will be abused or is a threat to him/herself or others we will have to tell the Executive Director of Community Living Welland Pelham so that the information can be reported to the appropriate authorities. The research data and/or personal information will have to be given to the courts if the law requires it.

Please check to indicate understanding:

[ ☐ ] I understand the general nature of the study and the involvement in it of the person for whom I am signing. I agree that the person on whose behalf I am signing may participate in this study and I understand that h/she may withdraw from this study at any time without penalty by notifying one of the researchers above.

[ ☐ ] I acknowledge that I am authorized to provide consent and know of no other individuals who need to be consulted regarding participation of the prospective participant.

This study has been reviewed and approved by the Brock Research Ethics Board (File # 09-077-OWEN). If I have any question or concerns about the study I may contact Michelle Wiersma or Dr. Frances Owen at the contact information listed above and/or I may contact the Brock University Ethics Officer in the Office of Research Services at (905) 688-5550 extension 3035.

**Name of Authorized Substitute Decision Maker:** \_\_\_\_\_

**Relationship:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### Consent Form for Support Workers of Participants

**Title of Study:** Teaching human rights knowledge and assertion skills to individuals with intellectual disabilities who use limited communication.

**Researchers:** Michelle Wiersma  
MA student, Brock University  
Dr. Frances Owen  
Professor, Brock University

**Name of Participant:** (Please print) \_\_\_\_\_

I understand that the purpose of the research project in which I have agreed to participate is to help the 3Rs: Rights, Respect and Responsibility Project to continue developing and testing a training program in human rights for people with intellectual disabilities and their support workers. I understand that Brock University and Community Living Welland Pelham are conducting this study together. I understand that my participation includes attending and assisting in training sessions in which the researcher will teach the participant with an intellectual disability about his/her human rights and how to assert them. I understand that my answers to questions asked during training sessions may be recorded by videotape. I understand that I may be asked to fill out a Personal Preferences Questionnaire about the participant with an intellectual disability who I will be supporting. I understand that my participation is voluntary and that I may withdraw from the study at any time and for any reason without penalty.

I understand that there will be no additional payment for my participation in this study. However I will be paid for my regular hours under which I will participate as a support worker to the participant with an intellectual disability.

I understand that my participation in this study may benefit other persons through ongoing research on the training of persons with intellectual disabilities. I may also benefit myself by learning more about human rights for everyone with and without disabilities.

I understand that the risks involved in participating in this study are minimal. For example, I may feel uncomfortable while acting out a role play in which I act as a support worker who restricts someone's rights. I understand that all role plays will be immediately debriefed with the researcher and the person with an intellectual disability.

I understand that all of my personal data will be kept strictly confidential at all times before, during, and after the research is complete. I understand that only the researchers named above and their research assistants involved in this study will have access to the information I give throughout my participation. However, if during my participation in this study I tell you that I, or any person I support in my work with the Association, has been abused or will be abused, or is a threat to him/herself or others you will have to tell my Executive Director so that this can be reported to the appropriate authorities. I also understand that my personal information will have to be given to the courts if the law requires it.

The information I give you will be aggregated with the information you get from the study participants. My name will not be associated with my comments in this aggregate information. You will publish articles and books, and make professional and public presentations using the aggregated information that all the persons who helped in this study will give you.

[    ] Yes, I understand the nature of the study and my involvement in it. I agree to participate in this study and I understand that I may withdraw from this study at any time without penalty by notifying one of the researchers above.

This study has been reviewed and approved by the Brock Research Ethics Board (File # 09-077-OWEN). If I have any question or concerns about my participation in the study I may contact Michelle Wiersma at (905) 531-9607 or Dr. Frances Owen at (905) 688-5550 extension 4807 or the Brock University Ethics Officer in the Office of Research Services at (905) 688-5550 extension 3035.

Participant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Researcher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix C

## Personal Preferences Questionnaire

In order to ensure that this human rights training is the most effective that it can be, we would like to find out about some things that are important to the participant. This form can be completed by the participant with the assistance of the support worker.

1. What is/are the participant's favourite food(s)?

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2. What is/are some food(s) that the participant does not like to eat?

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3. What are the participant's favourite snack foods?

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4. Describe the participant's favourite outfit.

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5. Does the participant like to wear any accessories, like jewellery, hats, scarves, etc?

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6. What does the participant like to wear to formal events, like weddings, performances, etc.?

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---

7. Is there anything that the participant doesn't like to wear?

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8. What is/are the participant's favourite TV show(s)?

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9. What is/are the participant's favourite movie(s)?

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10. What is/are the participant's favourite band(s) to listen to?

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11. Please identify any objects, activities, or topics of conversation that the participant may find upsetting and that, therefore, should not be included in the rights training:

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## Appendix D

## A List of the Rights Restricted in the 3Rs Videotapes

The right to choose what, when, and where one eats

The right to choose what, when, how, where one wears

The right to choose what, when, how, where one watches or listens to

The right to choose when one uses the phone and who one calls

The right to choose when to go out

The right to choose when/whether to go to church and which church/religious place to go to

The right to choose if, when, where, and how to pray

The right to choose when to go to bed and when to get up in the morning

The right to choose when, where to see one's girlfriend/boyfriend/partner

The right to look for a job or not, to choose where to work, and to choose to quit a job

The right to volunteer or not, to choose where to volunteer, and to choose to quit

The right to choose what to do during the day and how to spend one's time

The right to choose one's hairstyle and make-up

The right to choose who to talk to

The right to choose one's friends and to choose when and where to see them

The right to choose when and where to go on vacation

The right to choose how to spend and where to keep one's money

The right to choose where to keep and how long to keep one's belongings

## Appendix E

### Icebreaker Questions

#### Rights Topic 1: The Right to Choose What One Eats

Ice Breaker Eat1: Do you like to eat \_\_\_\_ [insert item from initial questionnaire] for lunch?

Rights Question: Yes or No, Are you allowed to) have that for lunch when you want to? ☐ Yes ☐ No

Correct answer: Yes

-score: ☐ Correct ☐ Incorrect

Response: We all have the right to choose what we eat.

Ice Breaker Eat3: Do you like to eat \_\_\_\_ [insert item from initial questionnaire]?

Rights Question: Do you have to eat that if everyone else is eating it? ☐ Yes ☐ No

Correct answer: No

-score: ☐ Correct ☐ Incorrect

Response: We don't have to eat something that we don't like. We all have the right to choose what we eat.

Ice Breaker Eat2: Do you like to eat \_\_\_\_ [insert item from initial questionnaire] for a snack food?

Rights Question: Are you allowed to eat that when you want to? ☐ Yes ☐ No

Correct answer: Yes

-score: ☐ Correct ☐ Incorrect

Response: We all have the right to choose what we eat.

Ice Breaker Eat5: Do you like to eat \_\_\_\_ [insert item from initial questionnaire]?

Rights Question: Do you have to eat that if it is the only thing that was made for dinner?

☐ Yes ☐ No

Correct answer: No

-score: ☐ Correct ☐ Incorrect

Response: We all have the right to choose what we eat.

Ice Breaker Eat4: - Do you like to eat \_\_\_\_ [insert item from initial questionnaire]?

Rights Question: Can you choose to eat that when you want? ☐ Yes ☐ No

Correct answer: Yes

-score: ☐ Correct ☐ Incorrect

Response: We all have the right to choose what we eat.

#### Rights Topic 2: The Right to Choose What One Wears

Ice Breaker Wear1: Is \_\_\_\_ [insert item from initial questionnaire] your favourite thing to wear?

Rights Question: Can you choose to wear your \_\_\_\_ if you want to? ☐ Yes ☐ No

Correct answer: Yes

-score: ☐ Correct ☐ Incorrect

Response: We all have the right to choose what we wear.

Ice Breaker Wear2: Do you like to wear your \_\_\_\_ [insert item from initial questionnaire] to formal events (usually worded differently based on what was in the questionnaire)?

Rights Question: Can you choose to wear your \_\_\_\_ if you want to? ☐ Yes ☐ No

Correct answer: Yes

-score: ☐ Correct ☐ Incorrect

Response: We all have the right to choose what we wear, no matter where we are going.

Ice Breaker Wear3: Do you like to wear \_\_\_\_ [insert item from initial questionnaire indicated as a favourite accessory]?



Rights Question: Can you choose to wear your \_\_\_\_\_ if you want to? ☐ Yes ☐ No

Correct answer: Yes -score: ☐ Correct ☐ Incorrect

Response: We all have the right to choose what we wear, including our accessories like belts, watches, and hair bands, and jewellery.

Ice Breaker Wear4: Is \_\_\_\_\_ one of your favourite colours to wear?

Rights Question: Can you choose to wear that colour if you want to? ☐ Yes ☐ No

Correct answer: Yes -score: ☐ Correct ☐ Incorrect

Response: We all have the right to choose what we wear, including the colour of our clothes.

Ice Breaker Wear5: Do you have to wear whatever staff picks for you to wear? ☐ Yes ☐ No

Correct answer: No -score: ☐ Correct ☐ Incorrect

Response: No, we all have the right to choose whatever we want to wear, no matter what staff wants us to wear.

### **Rights Topic 3: The Right to Choose What One Watches/Listens to**

Ice Breaker Watch1: Is \_\_\_\_\_ [insert item from initial questionnaire] your favourite TV show?

Rights Question: Can you choose to watch \_\_\_\_\_ if you want to? ☐ Yes ☐ No

Correct answer: Yes -score: ☐ Correct ☐ Incorrect

Response: We all have the right to choose what we watch on TV.

Ice Breaker Watch2: Is \_\_\_\_\_ [insert item from initial questionnaire] your favourite movie?

Rights Question: Can you choose to watch \_\_\_\_\_ if you want to? ☐ Yes ☐ No

Correct answer: Yes -score: ☐ Correct ☐ Incorrect

Response: We all have the right to choose what we watch.

Ice Breaker Watch3: Is \_\_\_\_\_ [insert item from initial questionnaire] your favourite band to listen to?

Rights Question: Do you have the right to listen to \_\_\_\_\_ if you want to? ☐ Yes ☐ No

Correct answer: Yes -score: ☐ Correct ☐ Incorrect

Response: We all have the right to choose what music we listen to.

Ice Breaker Watch4: Do you have to let staff choose the TV show that will be played? ☐ Yes ☐ No

Correct answer: No -score: ☐ Correct ☐ Incorrect

Response: No, we all have the right to choose what we watch on TV; staff can choose at their own home.

Ice Breaker Watch5: Can you hold the remote control and change the channel if you want to? ☐ Yes ☐ No

Correct answer: Yes -score: ☐ Correct ☐ Incorrect

Response: Yes, we all have the right to choose what we watch.

## Appendix F

### Concept Questions

#### Rights topic 1: The Right to Choose What One Eats

Eat1: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to eat.

-Question: Does the word Rights mean having food that you like to eat everyday? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-We all have the right to have the things we need to be safe, including food.

Eat2: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to eat.

-Question: Can staff tell you what you have to eat? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-We all have the right to choose what we want to eat.

Eat3: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to eat.

-Question: Can you skip a meal if you want to? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-We all have the right to choose whether or not we want to eat and when.

Eat4: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to eat.

-Question: Can you choose what you want to eat for dinner? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-We all have the right to choose what we eat at each meal during the day.

Eat5: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to eat.

-Question: Can you choose what you eat for a snack? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-We all have the right to choose what we eat for snack during the day.

Eat6: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to eat.

-Question: Does rights mean your housemates can tell you what to eat? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-We all have the right to choose what we want to eat. No one else makes these decisions for us.

Eat7: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to eat.

-Question: Does rights mean staff can tell you how much to eat? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-We all have the right to choose how much we want to eat.

Eat8: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to eat.

-Question: Does rights mean you can sit wherever you want to eat your meals and snacks? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-We all have the right to eat however and wherever we want to within our own house.

Eat9: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to eat.

-Question: Does rights mean you can choose to eat out at a restaurant sometimes if you have enough money? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-We all have the right to choose to eat out sometimes if we can afford it.

Eat10: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to eat.

-Question: Does the word Rights mean that you can tell your housemate what to eat?

☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-We do not have the right to tell anyone else what to do; this is stopping or restricting another person's rights.

### **Rights Topic 2: The Right to Choose What One Wears**

Wear1: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to wear.

-Question: Does the word Rights mean choosing your own clothes everyday? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

- We all have the right to have the things we need to be safe, including clothes.

Wear2: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to wear.

-Question: Does the word Rights mean that you are allowed to take your housemates clothes without asking? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

- We all have the right to wear what we want, but we do not have the right to other people's clothes without asking.

Wear3: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to wear.

-Question: Does the word Rights mean that your housemate can tell you what to wear? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-We do not have the right to tell anyone else what to do; this is stopping or restricting another person's rights.

Wear4: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to wear.

-Question: Does the word Rights mean that you can choose to wear your favourite shirt whenever you want to? ☐ Yes ☐ No

Correct answer: Yes

-score: ☐ Correct ☐ Incorrect

-We have the right to choose what we wear.

Wear5: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to eat.

-Question: Does the word Rights mean that you can choose what accessories, like hats, jewellery, etc. that you want to wear everyday? ☐ Yes ☐ No

Correct answer: Yes

-score: ☐ Correct ☐ Incorrect

-We all have the right to choose what we wear during the day.

Wear6: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to eat.

-Question: Does the word Rights mean that you can choose when to do your laundry? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-We all have the right to choose when we take care of our clothes.

Wear7: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to eat.

-Question: Does the word Rights mean that staff can tell you to change if they don't like the clothes you chose to wear for the day? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-We all have the right to choose what we wear during the day.

Wear8: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to eat.

-Question: Does the word Rights mean that staff can pick out your clothes in the morning? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-We all have the right to choose what we wear during the day.

Wear9: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to eat.

-Question: Does the word Rights mean that you can choose to buy new clothes if you have enough money? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-We all have the right to choose what we wear during the day.

Wear10: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to eat.

-Question: Does the word Rights mean that you can choose to change into new clothes if you are going to a party or another event at night? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-We all have the right to choose what we wear during the day.

**Rights Topic 3: The Right to Choose What One Watches/Listens to**

Watch1: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to watch or listen to for entertainment.

-Question: Does the word Rights mean choosing what you want to watch on TV? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

- We all have the right to watch whatever we want to for entertainment.

Watch2: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to watch.

-Question: Does the word Rights mean that you can choose what music you want to listen to? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

- We all have the right to watch whatever we want to for entertainment.

Watch3: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to watch.

-Question: Does the word Rights mean that you can tell your housemate what to watch? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-We do not have the right to tell anyone else what to do; this is stopping or restricting another person's rights.

Watch4: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to watch.

-Question: Does the word Rights mean that your housemate can tell you what to watch? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-We do not have the right to tell anyone else what to do; this is stopping or restricting another person's rights.

Watch5: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to watch.

-Question: Does the word Rights mean that you can choose what movies you want to watch and choose when you want to watch them? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

- We all have the right to watch whatever we want to for entertainment.

Watch6: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to watch.

-Question: Does the word Rights mean that you can choose when you want to watch TV? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

- We all have the right to watch TV whenever we want to.

Watch7: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to watch.

-Question: Does the word Rights mean that you can choose to hold the remote control if your housemate is not already holding it? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

- We all have the right to watch TV and be in control of it.

Watch8: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to watch.

-Question: Does the word Rights mean that you have to let staff pick the TV show to watch? ☐

Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

- We all have the right to watch whatever we want to for entertainment.

Watch9: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to watch.

-Question: Does the word Rights mean that you can choose where to sit when you watch TV? ☐

Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

- We all have the right to watch whatever we want to for entertainment.

Watch10: Rights means making choices in your life or making your own decisions, including making your own decisions about what you want to watch.

-Question: Does the word Rights mean that you can choose to turn up the volume if your housemates are ok with it? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

- We all have the right to watch whatever we want to for entertainment.

## Appendix G

## Videotape Scenarios

**Generalization Topics**

Donna01: Everyone has the right to use the phone.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Donna's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Donna use the phone? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff/housemate stop Donna from calling someone? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect.

Question3: Yes or No, Did staff stop Donna from using the computer? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Donna02: Everyone has the right to use the phone.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Donna's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Donna use the phone? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Donna from using the computer? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff let Donna make a choice? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Brian01: Everyone has the right to go out when they choose.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Brian's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Brian find a ride? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Brian from seeing his friend? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Brian from reading the newspaper? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Brian02: Everyone has the right to go out when they choose.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Brian's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff help Brian get a ride? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Brian from seeing his friend? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did staff let Brian make a choice? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Rob01: Everyone has the right to choose whether or not to go to church.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Rob's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did staff tell Rob that he has to go to church? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did staff tell Rob that he has to go to a hockey game? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did staff stop Rob from going to the mall? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Rob02: Everyone has the right to choose whether or not to go to church.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Rob's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff tell Rob that he has to go to church? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff let Rob stay home? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff let Rob watch TV? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

John01: Everyone has the right to choose when to go to bed.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop John's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let John choose when to go to bed? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did staff stop John from talking to his housemate? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop John from watching the rest of his movie? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

John02: Everyone has the right to choose when to go to bed.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop John's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let John choose when to go to bed? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did staff let John watch the end of his movie? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did staff stop John from having a snack? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Pat01: Everyone has the right to choose when to go to bed.



Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Pat's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff stop Pat from watching TV? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff let Pat stay up late? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Pat from listening to music? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Pat02: Everyone has the right to choose when to go to bed.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Pat's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Pat choose when to go to bed? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did staff let Pat watch TV? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Pat from doing anything? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Watch Harris01: Everyone has the right to be alone with their partner.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Harris' rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Harris close his bedroom door when his girlfriend was over?

☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Harris from being alone with his girlfriend? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Harris from playing guitar? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Watch Harris02: Everyone has the right to be alone with their partner.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Harris' rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Harris close his bedroom door when his girlfriend was over?

☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff let Harris watch a movie with his girlfriend? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Harris from playing guitar? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Watch Elaine01: Everyone has the right to choose what they do during the day.

Did you see and hear what happened?

Question1: Yes or No, Did the staff stop Elaine's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff stop Elaine from getting a job? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did staff stop Elaine from talking with her housemate? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Elaine from going to the mall? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Elaine02: Everyone has the right to choose what they do during the day.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Elaine's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff help Elaine look for a job? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff let Elaine choose what to do during the day? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Elaine from choosing what to eat? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Watch Leanne01: Everyone has the right to choose how they look.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Leanne's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff make a hair appointment without asking Leanne? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff let Leanne choose her own hair style? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, can Leanne choose when to get a haircut? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Watch Leanne02: Everyone has the right to choose how they look.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Leanne's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Leanne choose her hairstyle? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Leanne from wearing her favourite shirt? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Leanne from eating dinner? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Watch Jane01: Everyone has the right to practice their own religion.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Jane's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff stop Jane from praying? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff let Jane practice her religion? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Jane from using the phone? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Watch Jane02: Everyone has the right to practice their own religion.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Jane's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff let Jane pray? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff let Jane practice her own religion? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff stop Jane from using the phone? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Watch Anthony01: Everyone has the right to choose who to talk to.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Anthony's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff stop Anthony from talking to his friend?

☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff let Anthony choose who to talk to? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Anthony from drinking water? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Watch Anthony02: Everyone has the right to choose who to talk to.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Anthony's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff let Anthony phone his friend? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff let Anthony choose who to talk to? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff stop Anthony from doing anything? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Bradley01: Everyone has the right to see their girl/boyfriend.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Bradley's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Bradley see his girlfriend? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Bradley from making a choice? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Bradley from eating what he wanted? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Bradley02: Everyone has the right to see their girl/boyfriend.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Bradley's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Bradley see his girlfriend? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Bradley from making a choice? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff let Bradley choose what to do? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Scott01: Everyone has the right to choose how they spend their time.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Scott's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Scott take art class? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Scott from making a choice? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Scott from doing anything? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Scott02: Everyone has the right to choose how they spend their time.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Scott's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Scott take art class? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Scott from choosing what to do during the day? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff let Scott make a choice? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Watch Angie01: Everyone has the right to choose their own friends.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Angie's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff stop Angie from talking to her friend? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff let Angie choose her own friends? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Angie from reading the newspaper? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Angie02: Everyone has the right to choose their own friends.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Angie's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff tell Angie's friend to call back? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff let Angie choose her own friends? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff tell Angie that she couldn't read the newspaper? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Watch Bill01: Everyone has the right to talk on the phone.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Bill's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff stop Bill from using the phone? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff let Bill finish his phone call? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Bill from watching TV? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Watch Bill02: Everyone has the right to talk on the phone.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Bill's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff wait to use the phone until Bill was done? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff let Bill finish his phone call? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Bill from watching TV? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Dan01: Everyone has the right to choose which church to go to.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Dan's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Dan choose where to go to church? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Dan from going where he wanted? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Dan from calling a friend? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Dan02: Everyone has the right to choose which church to go to.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Dan's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff tell Dan its fine to go to a different church? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Dan from going to church? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Dan choose which church to go to? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Lindsay01: Everyone has the right to choose where to spend time with their girlfriend/boyfriend.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Lindsay's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Lindsay spend time with her boyfriend? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Lindsay from having her boyfriend over? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Lindsay from going to bed? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Lindsay02: Everyone has the right to choose where to spend time with their girlfriend/boyfriend.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Lindsay's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Lindsay spend time with her boyfriend? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Lindsay from going to bed? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Does Lindsay have the right to spend time with her boyfriend? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Keira01: Everyone has the right to choose what to do during the day.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Keira's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff take Keira back to work? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Keira choose what to do during the day? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Keira from using the phone? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Keira02: Everyone has the right to choose what to do during the day.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Keira's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Keira quit her job? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff let Keira choose what she wanted to do? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Keira from playing guitar? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Craig01: Everyone has the right to choose what to do during the day.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Craig's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Craig choose what to do during the day? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Craig from volunteering at the animal shelter? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Craig from reading the newspaper? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Craig02: Everyone has the right to choose what to do during the day.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Craig's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Craig choose what to do during the day? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Craig from volunteering at the animal shelter? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, should Craig be allowed to choose what he does? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Steve01: Everyone has the right to go out when they choose.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Steve's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Steve go out? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Steve from going to the mall? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Steve from making dinner? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Steve02: Everyone has the right to go out when they choose.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Steve's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Steve go out? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Steve from going to the mall? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff let Steve choose what to do? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Edna01: Everyone has the right to choose where to go on vacation.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Edna's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff tell Edna she couldn't go to Florida? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Edna choose where to go on vacation? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Edna from going to the movies? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Edna02: Everyone has the right to choose where to go on vacation.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Edna's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Edna choose a vacation? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Edna from going to Florida? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Does Edna have the right to choose her vacation? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Reggie01: Everyone has the right to choose what time to get out bed.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Reggie's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Reggie stay in bed? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Reggie from choosing when to get up? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Reggie from using the computer? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Reggie02: Everyone has the right to choose what time to get out bed.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Reggie's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Reggie sleep in? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Reggie from choosing when to get out of bed?

☐ Yes ☐ No



Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Does Reggie have the right to choose when to get up? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Martin01: Everyone has the right to choose who to talk to.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Martin's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Martin choose who to talk to? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Martin from talking to his mother? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Martin from going to bed? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Martin02: Everyone has the right to choose who to talk to.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Martin's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Martin choose who to talk to? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Martin from talking to his mother? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, is Martin allowed to talk to his mother? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Andrea01: Everyone has the right to choose how to spend their money.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Andrea's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Andrea choose how to spend her money? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Andrea from choosing what to buy? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Andrea from eating dinner? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Andrea02: Everyone has the right to choose how to spend their money.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Andrea's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Andrea choose how to spend her money? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff let Andrea buy what she wanted? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Andrea from eating dinner? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Donald01: Everyone has the right to choose what time to go to bed.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Donald's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Donald choose when to go to bed? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Donald from getting back out of bed? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Donald from eating dinner? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Donald02: Everyone has the right to choose what time to go to bed.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Donald's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Donald choose when to go to bed? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff let Donald get back out of bed? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Donald from eating dinner? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Fred01 Everyone has the right to choose when they go out.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Fred's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Fred choose to stay home? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff tell Fred he had to go out with everyone else? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Fred from playing soccer? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Fred02: Everyone has the right to choose when they go out.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Fred's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Fred choose to stay home? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, is Fred allowed to stay home if he wants to? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Fred from playing soccer? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Mike01: Everyone has the right to choose where to keep their money.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Mike's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Mike choose where to keep his money? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Mike from keeping his money in his room? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Mike from listening to music? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Mike02: Everyone has the right to choose where to keep their money.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Mike's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Mike choose where to keep his money? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff make Mike keep his money in the safe? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff let Mike keep his money in his room? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Betty01: Everyone has the right to choose where they bank.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Betty's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Betty choose where to keep her money? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Betty from keeping her money at the bank down the street?

☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Betty from eating dinner? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Betty02: Everyone has the right to choose where they keep their money.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Betty's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Betty choose where to keep her money? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Betty from keeping her money at the bank down the street?

☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff let Betty make her own choice? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Alicia01: Everyone has the right to choose their friends.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Alicia's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Alicia choose her own friends? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Alicia from being friends with another woman? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Alicia from having a shower? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Alicia02: Everyone has the right to choose their friends.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Alicia's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Alicia be friends with Amy? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff let Alicia make her own choice? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Does Alicia have the right to choose her own friends? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Andrew01: Everyone has the right to choose who they talk to.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Andrew's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Andrew choose who to talk to? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Andrew from calling his friend? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Andrew from using the computer? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Andrew02: Everyone has the right to choose who they talk to.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Andrew's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Andrew choose who to talk to? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Andrew from calling his friend? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff let Andrew make his own choice? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Lucy01: Everyone has the right to keep their belongings.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Lucy's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Lucy keep her magazines? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff stop Lucy from making her own choice? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Lucy from eating dinner? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Lucy02: Everyone has the right to keep their belongings.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Lucy's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the staff let Lucy keep her magazines? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the staff let Lucy make her own choice? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the staff stop Lucy from doing anything? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

### **Rights Topic 1: The Right to Choose What One Eats**

Watch Sue01: Everyone has the right to choose what to eat.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the housemate stop Sue's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the housemate let Sue put liver and onions on the grocery list? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the housemate stop Sue from choosing what she eats? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did housemate stop Sue from eating Kraft Dinner? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Watch Sue02: Everyone has the right to choose what to eat.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the housemate stop Sue's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the housemate let Sue put liver and onions on the grocery list? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the housemate let Sue choose what to eat? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the housemate stop Sue from eating Kraft Dinner? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Watch Tara03: Everyone has the right to choose what to eat.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did anyone stop Tara's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did Tara make a responsible choice, a good choice for her health? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, even though Tara was not responsible, does she have the right to choose what she eats? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, should Tara buy healthy food next time she goes to the store? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Watch Tara04: Everyone has the right to choose what to eat.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did anyone stop Tara's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, did Tara make a responsible choice when she bought meat and vegetables at the grocery store? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Kalie03: Everyone has the right to choose what to eat.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did anyone stop Kalie's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did Kalie make a responsible choice when she did not make a lunch to take to work? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, even though Kalie was not responsible, does she have the right to choose what she eats? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Watch Kalie04: Everyone has the right to choose what to eat.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did anyone stop Kalie's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, did Kalie make a responsible choice when she took her lunch to work? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Watch Jim03: Everyone has the right to choose what they eat.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did anyone stop Jim's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, did Jim make a responsible choice when he chose popcorn for breakfast? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, even though Jim was not responsible, does he have the right to choose what he eats? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, should Jim choose something healthier the next day? ☐ Yes ☐ No  
 Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Watch Jim04: Everyone has the right to choose what to eat.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did anyone stop Jim's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, did Jim make a responsible choice on what to eat for breakfast? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

### **Rights Topic 2: The Right to Choose What One Wears**

Geoff01: Everyone has the right to choose what to wear.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the Geoff stop his housemate's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did Geoff say something mean to his housemate about her shirt? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, was Geoff respectful to his housemate? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did Geoff say something mean to his housemate about her shirt? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Geoff02: Everyone has the right to choose what to wear.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did Geoff stop his housemate's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did Geoff let his housemate wear her new shirt? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did Geoff say something mean to his housemate about her shirt? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did Geoff say something nice to his housemate about her shirt? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

### **Rights Topic 3: The Right to Choose What One Watches or Listens to**

Becky01

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the housemate stop Becky's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the housemate let Becky choose the TV show? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the housemate take the remote out of Becky's hands? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the housemate stop Becky from walking a dog? ☐ Yes ☐ No  
 Correct answer: No - score: ☐ Correct ☐ Incorrect

Becky02: Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the staff stop Becky's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did the housemate let Becky watching her TV show? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the housemate go and watch TV in her own room? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the housemate stop Becky from doing anything? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Watch Beth01: Everyone has the right to choose what they watch on TV.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, Did the housemate stop Beth's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did housemate let Beth watch her TV show? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the housemate change the channel on the TV? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the housemate stop Beth from listening to the radio? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Watch Beth02: Everyone has the right to choose what they watch on TV.

Did you see and hear what happened? ☐ Yes ☐ No – watch again

Question1: Yes or No, In the end Did the housemate stop Beth's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question3: Yes or No, Did housemate let Beth choose the TV channel? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

Question4: Yes or No, Did the housemate grab the remote control and change the channel on the TV?

☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

Question2: Yes or No, Did the housemate stop Beth from listening to her favourite music? ☐ Yes

☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect



## Appendix H

## Roleplay Questions

**Rights Topic 1: The Right to Choose What to Eat**

Role Play Eat1: need Housemate, Individual

-Model: Housemate says to Individual: Ew, you bought liver and onions for dinner. I hate liver and onions. You cannot have liver and onions. We're making something else instead.

-Question1: Yes or No, Did the housemate restrict the individual's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, Should the individual be allowed to choose what she eats? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question3: Yes or No, Should the individual have to let the housemate choose the food? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Try it again with housemate saying, "I have the right to eat what I choose. You can have something else if you want." and using the hand gesture.

-Try it with participant playing the individual.

-Question4: -score ☐ Correct ☐ Incorrect

-Give praise or corrective feedback.

Role Play Eat2: need Staff, Individual

-Model: Individual is in kitchen getting an unhealthy snack, like chips. Staff says to individual "You can't eat that for a snack. You have to eat an apple instead."

-Question1: Yes or No, Did the staff [point to trainer playing staff] restrict the individual's [point to trainer playing individual] rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, Should the individual listen to staff and eat the apple? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Question3: Yes or No, Should the individual be allowed to eat chips if he wants to? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Try it again with housemate saying, "I have the right to eat what I choose." and using the hand gesture.

-Try it with participant playing the individual.

-Question4: -score ☐ Correct ☐ Incorrect

-Give praise or corrective feedback.

Role Play Eat3: need staff, Individual

-Model: Housemate is making breakfast. Staff says to individual "You can't eat breakfast. It's almost lunch time."

-Q1: Yes or No, Did the staff [point to trainer playing staff] restrict the individual's [point to trainer playing individual] rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, Should the individual be allowed to eat breakfast? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question3: Yes or No, Should the individual have to listen to the staff and wait for lunch? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Try it again with housemate saying, "I have the right to eat when I choose." and using the hand gesture.

-Try it with participant playing the individual.

-Question4: -score ☐ Correct ☐ Incorrect

-Give praise or corrective feedback.

Role Play Eat5: need staff, individual

-Model: Individual is getting ready to go out to eat at McDonalds. Staff says "You are not allowed to go out to eat. You have to eat here."

-Question1: Yes or No Did the staff [point to trainer playing staff] stop the individual's [point to trainer playing individual] rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, Should the individual be allowed to go to McDonalds? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question3: Yes or No, Should the individual listen to the staff and eat at home? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Try it again with housemate saying, "I have the right to eat when I choose."

-Try it with participant playing the individual.

-Question4: -score ☐ Correct ☐ Incorrect

-Give praise or corrective feedback.

Role Play Eat6: need staff, individual

-Model: Staff says, "Dinner is ready. We are having spaghetti." Individual says, "I don't like spaghetti. I would like to eat something else." Staff says, "I don't care what you want to eat. Everyone else is having spaghetti so you have to too."

-Question1: Yes or No Did the staff [point to trainer playing staff] stop the individual's [point to trainer playing individual] rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, Should the individual listen to staff and eat spaghetti? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Question3: Yes or No, Should the individual be allowed to eat something he likes? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Try it again with housemate saying, "I have the right to eat when I choose."

-Try it with participant playing the individual.

-Question4: -score ☐ Correct ☐ Incorrect

-Give praise or corrective feedback.

Role Play Eat7: need staff, individual

-Model: Individual is getting ready to go out to eat at McDonalds. Staff says "Ok, no problem, we'll see you later"

-Question1: Yes or No Did the staff stop the individual's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, Should s/he be allowed to go to McDonalds? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Try it again with housemate saying, "I have the right to eat when I choose."

### Role Play Eat8: need Staff, Individual

-Model: Individual is in kitchen getting chips for a snack. Staff says to individual "That's not very healthy." Individual puts up hand and says "I have the right to eat what I choose." Staff says, "Yes you do have the right so I guess you can eat the chips. Maybe tomorrow you should eat something healthy."

-Question1: Yes or No, Did the staff restrict the individual's rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, does the individual have the right to eat chips? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

### Rights Topic 2: The Right to Choose What to Wear

#### Role Play Wear1: need Staff, Individual

-Model: Individual gets dressed in the morning and comes out to the breakfast table. Staff says "You can't wear that today. It's ugly. Go back into your room and change."

-Question1: Yes or No, Did the staff restrict the individual's rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, is the individual allowed to choose his own shirt? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question3: Yes or No, should the individual let the staff pick his clothes? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Try it again with housemate saying, "I have the right to eat when I choose." and using the hand gesture.

-Try it with participant playing the individual.

-Question4: -score ☐ Correct ☐ Incorrect

-Give praise or corrective feedback.

#### Role Play Wear2: need Staff, Individual

-Model: Staff walks into individual's bedroom, picks out a shirt, and hands it to the individual saying, "Put this on. You're wearing this today."

-Question1: Yes or No, Did the staff [point to trainer playing staff] restrict the individual's [point to trainer playing individual] rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, Should the individual have to wear clothes that the staff picked out? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Question3: Yes or No, Should the individual be allowed to choose her own clothes to wear? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Try it again with housemate saying, "I have the right to eat when I choose." and using the hand gesture.

-Try it with participant playing the individual.

-Question4: -score ☐ Correct ☐ Incorrect

-Give praise or corrective feedback.

#### Role Play Wear3: need Housemate, Individual

-Model: Housemate walks by individual, then stops and says, "I don't think you shirt wear that shirt anymore. It is out of date and I don't want to see it in my house."

-Q1: Yes or No Did the housemate [point to trainer playing housemate] restrict the individual's [point to trainer playing individual] rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, Should the individual be allowed to choose his/her own clothes? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question3: Yes or No, Should the individual listen to staff and change into a different shirt? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Try it again with housemate saying, "I have the right to eat when I choose." and using the hand gesture.

-Try it with participant playing the individual.

-Question4: -score ☐ Correct ☐ Incorrect

-Give praise or corrective feedback.

Role Play Wear4: need staff, individual

-Model: Staff says, "You can't wear those clothes to work. They are too nice. Put on something else."

-Question1: Yes or No Did the staff [point to trainer playing staff] restrict the individual's [point to trainer playing individual] rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, Should the individual listen to staff and change clothes for work? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Question3: Yes or No, Should the individual be allowed to choose her nice clothes? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Try it again with housemate saying, "I have the right to eat when I choose." and using the hand gesture.

-Try it with participant playing the individual.

-Question4: -score ☐ Correct ☐ Incorrect

-Give praise or corrective feedback.

Role Play Wear5: need staff, individual

-Model: Individual is eating breakfast in pj's. Staff says, "It's 9:00 am so you have to change out of your pyjamas. You have to get dressed right now."

-Question1: Yes or No Did the staff [point to trainer playing staff] stop the individual's [point to trainer playing individual] rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, Should the individual be allowed to get dressed when he wants to? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question3: Yes or No, Should the individual listen to staff and get dressed right away? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Try it again with housemate saying, "I have the right to eat when I choose." and using the hand gesture.

-Try it with participant playing the individual.

- Question4: -score ☐ Correct ☐ Incorrect  
 -Give praise or corrective feedback.

Role Play Wear6: need Staff, Individual

-Model: Staff walks into individual's bedroom, picks out a shirt, and hands it to the individual saying, "Put this on. You're wearing this today." Individual asserts self.

-Question1: Yes or No, Did the staff [point to trainer playing staff] restrict the individual's [point to trainer playing individual] rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, Should the individual wear the clothes that the staff picked out? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Question3: Yes or No, Should the individual choose her own clothes to wear? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Try it again with housemate saying, "I have the right to eat when I choose." and using the hand gesture.

-Try it with participant playing the individual.

-Question4: -score ☐ Correct ☐ Incorrect

-Give praise or corrective feedback.

### **Rights Topic 3: The Right to Choose What to Watch**

Role Play Watch2: need Individual, Housemate

-Model: Individual watching TV. Housemate sits down and asks to watch a different show. Individual shakes head no. Housemate grabs TV remote and changes the channel.

-Question1: Yes or No, Did the housemate [point to trainer playing housemate] restrict the individual's [point to trainer playing individual] rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, is he allowed to choose what to watch? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question3: Yes or No, does he have to let staff choose what to watch? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Try it again with housemate saying, "I have the right to eat when I choose." and using the hand gesture.

-Try it with participant playing the individual.

-Question4: -score ☐ Correct ☐ Incorrect

-Give praise or corrective feedback.

Role Play Watch3: need Individual, Staff

-Model: Individual listening to music. Staff walks in and says "I don't really like this music. I'm changing it."

-Question1: Yes or No Did the housemate [point to trainer playing housemate] restrict the individual's [point to trainer playing individual] rights? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, is he allowed to choose what to listen to? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question3: Yes or No, does he have to let staff choose what to listen to? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Try it again with housemate saying, "I have the right to eat when I choose." and using the hand gesture.

-Try it with participant playing the individual.

-Question4: -score ☐ Correct ☐ Incorrect

-Give praise or corrective feedback.

Role Play Watch4: need Staff, Individual

-Model: Individual watching TV. Staff walk in and turn it off, says "It's getting late. Are you going to bed soon?" Individual says "I'm going to stay up and finish watching this."

-Question1: Yes or No Did the housemate [point to trainer playing housemate] restrict the individual's [point to trainer playing individual] rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, is he allowed to choose when to go to bed? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question3: Yes or No, does he have to let staff choose when he stops watching TV? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Role Play Watch5: need staff, individual

-Model: Staff says, "Oh nice music. It's a bit loud though." Individual says he will turn it down a bit.

-Question1: Yes or No, Did the staff [point to trainer playing staff] restrict the individual's [point to trainer playing individual] rights? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

-Question2: Yes or No, is he allowed to choose what to listen to? ☐ Yes ☐ No

Correct answer: Yes - score: ☐ Correct ☐ Incorrect

-Question3: Yes or No, does he have to let staff choose what to listen to? ☐ Yes ☐ No

Correct answer: No - score: ☐ Correct ☐ Incorrect

## Appendix I

**Research Assistant (RA)/Transcriber Confidentiality Agreement**

**Title of Project:** Teaching human rights knowledge and assertion skills to individuals with intellectual disabilities who use limited communication.

**Researchers:** Dr. Frances Owen, Michelle Wiersma

I, \_\_\_\_\_ [insert name], agree to:

- a) keep all of the research information shared with me confidential by not discussing or sharing the research information in any form or format, including discs, videotapes, transcripts, or any other medium, with anyone other than the researchers.
- b) keep all research information in any form or format secure while it is in my possession. This may include using closed headphones when transcribing videotaped or audio-taped interviews, keeping all transcript documents and digitized interviews in computer password-protected files, closing any transcription programs and documents when temporarily away from the computer, keeping any printed transcripts in a secure location such as a locked file cabinet; and permanently deleting any e-mail communication containing the data.
- c) return all research information in any form or format to the researchers when I have completed the research tasks.
- d) after consulting with the researchers, erase or destroy all research information in any form or format regarding this research project that is not returnable to the researchers.

Name of RA: \_\_\_\_\_

Signature of RA: \_\_\_\_\_

Date: \_\_\_\_\_

Witness: \_\_\_\_\_